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ABSTRACT

A project was conducted to identify and describe existing exemplary practices and models for upgrading on a continuous basis the required knowledge and competencies of those who provide comprehensive systems of guidance. Following data collection, including site visits and analysis, the project addressed itself to the design of a system of providing information necessary for the planning and implementation of comprehensive, competency-based training programs. The foundation for the analyses of data was based on the Association for Counselor Education and Supervision position of fifteen competencies necessary for counselors and constituting a minimum of skills for entry into the profession. Project outcomes included inventories of training modules and methods, credentialing methods, and a limited survey of commercial materials for training and methods for dissemination. Appended materials include a list of counselor competencies for career development, sample questionnaires, an annotated bibliography of career information materials, and addresses of organizations where more information may be requested concerning specific careers. (Author/CT)

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Final Report

Project Number 13.498
Grant Number 77-3002

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The Assessment of Competencies for a Comprehensive Delivery System of Guidance

December, 1979

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
Occupational and Adult Education Branch

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PROJECT ABSTRACT

Project Number: 13.498 Grant Number: 77-3002

PROJECT TITLE: The Assessment of Competencies for a Comprehensive Delivery System of Guidance

PRINCIPAL INVESTIGATOR: Dr. Robert L. Gibson
Indiana University

PROJECT DURATION: October 1, 1977 through June 30, 1979

FUNDING: Federal: $45,209 Other: $30,599 Total: $75,808

PROJECT OBJECTIVES:

This project was designed to identify and describe existing exemplary practices and models for upgrading on a continuous basis the required knowledge and competencies of those who provide comprehensive systems of guidance.

PROJECT PROCEDURES:

Following data collection, including site visits and analysis, the project addressed itself to the design of a system of providing information necessary for the planning and implementation of comprehensive, competency-based training programs. The foundation for the analyses of data was based on the Association for Counselor Education and Supervision position of fifteen (15) competencies necessary for counselors and constituting a minimum of skills for entry into the profession.

Project outcomes included inventories of training modules and methods, credentialing methods, and a survey (limited) of commercial materials for training and methods for dissemination.

IMPORTANCE FOR EDUCATION:

Identification and dissemination of practices and related information can lead to improving comprehensive competency-based counselor training programs.

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I. STATEMENT OF THE PROBLEM

I. Basis for the Problem

As the pace of change in our society accelerates, it becomes more and more difficult for educational programs to provide relevant preparation for life. More than ten years ago Wolfbein (1968) pointed out that "in looking toward the future course of an individual's working life, it is important to recognize the fact that at current rates a young man beginning his work career at age 20 can expect to make six or seven job changes during his remaining years in the labor force." The nature of the occupations to which he must adjust may also change during that period. The concept of stability gained through academic and vocational preparation is giving way to a need for personal competence and flexibility in coping with the major changes an individual must undergo during his or her lifetime. Change can be viewed in two ways. It can create insecurity and confusion, or it can stimulate personal growth and development. Which of these alternatives the individual experiences may depend largely on the amount and quality of professional guidance he/she receives.

Although it has been over 20 years since the National Defense Education Act began to foster a heavy emphasis on intellectual training and academic excellence in education, the present value system is still heavily biased toward traditional, subject-oriented curricula that primarily prepare students for further academic learning. Yet, as Spekke (1976)

points out, "the value of the college education for today's high school graduate is now an open question." To support this statement he cites statistics that demonstrate a declining percentage of students who attend or complete four-year degrees, a declining ratio of professional to non-professional job opportunities, and an increasing discrepancy between college prepatation and the jobs that graduates actually get.

In an unpublished report for the U. S. Office of Education, High and Cook (1976) state that all students, college bound or not, are headed for the same goal of eventual employment. They add that "young people need to know that the choice of going to college is not an adequate career goal. College is a path as is vocational education; neither is mutually exclusive of the other, and one may pursue either or both paths over a lifetime as changes in personal goals occur or as changes occur in the labor market."

One result of the traditional emphasis on academic preparation per se is that many students fail to find meaningful relationships between school learning and their lives beyond the classroom. Another is that many who follow the traditional academic track through college are inappropriately prepared for the existing occupational market. At the same time, insufficient attention is paid to alternative learning opportunities outside the structure of formal education (Herr and Cramer, 1974).

In brief, the formula approach to career guidance --

"get a college education" or "learn a trade" -- is no longer sufficient. Both students and adults need a great deal more from educational and guidance services. Pritchard (1975) describes the emerging concept of guidance in relation to current needs of individuals in our culture:

> Guidance has a distinctive, complex and crucial function to perform. Its essential distinctiveness, I suggest, lies in the direction of helping individuals to personalize the acquisition, assessment, and use of in-school and out-of-school experience and knowledge for their own lives, for their own purposes, with benefit to society as well. The distinctive content of guidance is the individual's own life as the "subject" for study and action. It aims to put people "in charge" of their own development and realization responsibly and effectively--in a direct "real life" sense. It addresses not only "What am I like?" but also "Where am I headed?" and, especially, "How can I become what I want to become?" It helps the person to conceive and weigh alternative futures in relation to her or his developing self and the changing conditions of her or his own life, and realistically to pursue the goals and means selected.

There is substantial evidence, however, that the guidance function is not yet operating at full effectiveness in schools and communities. One massive evidence of this failure is the extent to which youths are rejecting the schools, combined with the growing incidence of school-related crime, which cost taxpayers $6 billion in 1975. In a report before the Senate Hearings to investigate the rising incidence of school violence, Senator Birch Bayh (1976) cited an estimated 2 million children and youths currently out of school in America. One major source of this disaffection, according to many

educators testifying before these hearings, was a general lack of services for students unable to fit into the academic mainstream. Manford Byrd, Jr., Deputy Superintendent of Chicago Schools, described a successful industry-based vocational program in his city in which formerly unmotivated students found that school took on a different meaning. He concluded that "the youngsters have got to see increasingly that school is not just a theoretical arena where many of them have doubts as to what is actually going on; that it is really going to pay off in this real world so we can make a connection between the two, and that is what we must search to do."

Making connections is really what guidance should be about. Another important connection that must be made is to bridge the distance between school and community. Gibson (1976), in a two-year study report for the North Central Association of Schools and Colleges states that a future direction for school counseling will see school counselors also working with out-of-school youth and adults in various areas within the community. Another major trend related to career guidance for adults, includes self and skill assessment and the provision of training for adults by the public vocational education system. This study strongly supports the need for programs to train counselors in the wider range of skills needed to deal with this future trend.

Yet another connection that needs to be strengthened is the relationship of vocational education to the emerging

philosophy of "career education" as preparation for self-realization in all areas of living, based on the understanding that work is a major vehicle for personal development. It is education for meaningful and satisfying work, for self-development, for assuming constructive social roles, for continued learning, and for adaptability to change. In their 1973 joint position paper, the National Vocational Guidance Association and the American Vocational Association defined "career" as "time-extended working out of a purposeful life pattern through work undertaken by the individual." In further discussion, "work" is defined as "an expenditure of effort designed to effect some change, however slight, in some province of civilization. It is not simply some arbitrary or gratuitous action, but something which, from some viewpoint within society, ought to be done. The concept carries the intention that human effort will lead to an improvement of the individual's own condition or that of some element of society."

Unfortunately, many current programs in vocational education and guidance are operating on the basis of much narrower definitions of the concepts of career and work. They have difficulty breaking free of the old perception of vocational education as an accommodation for students who cannot succeed in school. In view of these lingering attitudes, the NVGA and AVA have explicated a more comprehensive and constructive view of career guidance as a way of dealing with social factors that impinge upon the individual but often cannot be met successfully by the individual alone. These include

1. Growing complexity in the occupational and organizational structure of society which makes it difficult for a person to assimilate and organize the data necessary to formulate a career.

2. Evermore rapid technological change demanding human adaptability and responsiveness.

3. Increasing national concern with the need to develop all human talent, including the talents of women and minorities.

4. An ardent search for values which will give meaning to life.

5. The need for specialized training to obtain entry jobs.

6. The apparent disenchantment expressed by students who have difficulty relating their education to their lives.

High and Cook (1976) state that the career education movement will not achieve its greatest potential until certain changes have occurred in education at youth and adult levels. These changes, they believe, "will require a continued close relationship between the vocational educator, the career educator, the guidance and counseling personnel, and the classroom teacher." Within this network of relationships, it is the guidance worker who is expected to be the primary agent of change and communication. In an unpublished doctoral dissertation, Shafe (1976) found that the majority of public school personnel in a five-state region look to counselors to provide assistance in helping students solve social, personal and educational problems. This finding emphasizes the centrality of the role of guidance personnel in the view of other professionals.

There has been considerable criticism of programs that train guidance personnel. This criticism, which itself documents the expectations made of counselors and counseling services, is based largely on the lack of comprehensiveness of the services that guidance people are prepared to offer.

For example, the Sixth Report of the National Advisory Council on Vocational Education (1972) notes that counselor education programs must share the blame for not providing substantive preparation of counselors in vocational guidance. Counselors cannot provide services for which they lack training and experience.

Criticism of counselors and counseling services, therefore, tends to miss the root problem while confounding the possibility of improvement. Counselors are products of training programs based on NDEA models oriented to college preparatory career choices. If counselors are to change, counselor training and retraining also must change. Before this is probable, counselor educators and supervisors require new methods and tools with which to work. The major guidance and personnel associations have documented this position well and have made a call for change a mandate of the memberships (APGA, AVA, NVGA, ASCA, and ACES). At the present time, however, there are only piecemeal, unconnected efforts to affect prepatation in the various universities and local school agencies.

Addressing itself to the issue of comprehensiveness of counselor preparation programs in the area of career guidance,

the Association for Counselor Education and Supervision (1976) developed a position paper in which were defined fifteen competencies necessary for counselors and constituting a minimum of skills for entry into the profession. Because these fifteen competencies provide the conceptual framework for this project, they are included here:

1. Career and human development theory and research and the skills necessary to translate this knowledge into developmental career guidance and career education programs.

2. Career information resources and the necessary skills to assist teachers, administrators, community agency personnel, paraprofessionals, and peers to integrate this type of information into the teaching-counseling process.

3. Career assessment strategies, and the skills necessary to assist individuals to use these data in the decision-making process.

4. Individual and group counseling practices and the skills necessary to assist individuals in career planning using both approaches.

5. Career decision-making processes, and the skills necessary to implement programs designed to facilitate career decision-making for clientele in educational and community agency settings.

6. Job placement services, and the skills necessary to assist their clientele to seek, acquire, and maintain employment.

7. The unique career development needs of special clientele groups (women, minorities, handicapped, disadvantaged, adults, etc.) and the skills necessary to assist them in their development.

8. Sexism and racism, and the necessary skills to reduce institutional discrimination in order to broaden the career opportunities available for all persons.

9. The roles that life style and leisure play in career development, and the skills necessary to assist clientele to select and prepare for occupations which coincide with various preferences.

10. Consultation strategies, and the skills necessary to assist others (teachers, parents, peers, etc.) to deliver indirect career guidance services.

11. Synthesizing strategies, and the skills necessary to assist individuals to understand the interrelatedness of their career decisions and life roles.

12. Program development and curricular infusion strategies, and the skills necessary to design and implement career awareness, self development, career exploration, and the job placement programs within educational and community agency settings.

13. Organizational development and change processes, and the skills necessary to facilitate change in educators' attitudes toward career education.

14. Program evaluation techniques, and the skills necessary to acquire evidence of the effectiveness of career guidance and career education programming.

15. Educational trends and state and federal legislation which may influence the development and implementation of career guidance programs.

These fifteen competency areas provide a valuable reference system for assessing the comprehensiveness of current career guidance services, the adequacy of counselor preparation, and the adequacy of criteria used in setting credentialing standards.

These fifteen competencies imply a delivery system of services which address the guidance needs of all persons in their career and life development. Unlike many traditional programs, the interrelationship of services is vital to the delivery of truly comprehensive services. Like real people, the services cannot be discrete, disjoined segments of an organization which only appear together as a convenience package. Career choices are personal choices. Career

information is of little value apart from other life choices. Counselor training must prepare counselors to understand and help their counselees likewise understand the significance which one life decision has on other aspects of their life choices.

Because we are in the age of accountability, we must use tools which are measurable and subject to improvement through evaluation. Competency-based training modes lend themselves to such criteria. For this reason, this project sought methods and materials which not only met these criteria but also modelled such strategies for the benefit of the trainees in learning to be more accountable in their delivery of services.

Two other important considerations influenced the selection of methods and materials. The first concerns the future expansion of guidance services into the community and to populations previously grossly neglected. The second relates to the first because such expansion of services may be thwarted unless credentialing of service providers does not precede it.

There is little doubt that guidance services are needed now and will be even more critically needed in the future, not only in schools, but in the community at large.

To summarize, the need for counselor educators and supervisors to address the issue of comprehensiveness of career guidance services is well documented in the literature. The symptoms of student disaffection, worker dissatisfaction,

and individual failures to cope with social change can be clearly related to at least one root cause: the frequent inadequacy of guidance services provided by traditionally prepared personnel. Setting up training and evaluation standards like those suggested in the ACES fifteen necessary competency areas would contribute to an alleviation of the present uncertainties and omissions in counselor education and credentialing. An effective system of information, related to these fifteen competencies would be helpful. This technical report reviews one such project's efforts to identify, catalogue and disseminate materials and training modules related to the ACES competencies as a means of improving the training of counselors in the area of career guidance and counseling.

II. RELATED RESEARCH

II. Related Research

While there have been uncountable volumes written in professional publications and elsewhere during the past decade focusing on the related topics of career education and career guidance, by comparison there has been a severe paucity of research which focuses upon the training of counselors to be more effective in the area of career guidance. Thus, as will be noted, many of the studies mentioned have implications for the training of counselors to be more effective in career guidance, but just a few deal directly with the topic. The research selected for mention is described in the paragraphs which follow.

Research related to the training of counselors is obviously of importance. As an example, Meyer and Hosford (1972) reported that the training of school counselors in the use of behavioral reinforcement treatments enabled these counselors to promote student career information-seeking behavior. Minturn and others (1972) developed a trainerless laboratory model where counselors can learn without the presence of a trainer. It can be implied that counselors could use such a model to upgrade their competencies in areas of career guidance.

Montague (1972) reported the results of a study assessing the effectiveness of an in-service program for high school counselors. The inadequacy of the present vocational counseling and guidance service offered secondary

students was supported by these results. (1) Less than 60 percent of either group were able to identify a career choice; (2) less than half of those who did identify a career choice were able to identify or describe the job cluster to which the career belonged; and (3) less than 25 percent of the two groups were able to identify or give requested information about the community agencies providing job placement services. This study, using an experimental and a control group, noted that the experimental group demonstrated greater growth by being able to correctly identify the education or training required by an occupation. The experimental group had participated in a training program to increase their effectiveness in the area of career counseling.

In a study evaluating six differing teaching methods, Peterson (1972) reported that the most effective teaching method of teaching career information appeared to combine the use of an audiscan projector, a teaching plan and an in-service visit by a specialist. Bradley (1973) reported a study designed to identify areas of strength and weakness in occupational information and vocational guidance pre-service counselor education curriculum. Counselors and counselor educators were interviewed concerning extent of coverage actually and ideally devoted to 22 content areas. Both groups thought more emphasis should be given to preparation in occupational information and vocational guidance areas.

Kelly (1972) reported a study which evaluated the results of introducing parts of the systematic communication training described by Carkhuff into one course of a traditional master's degree program in counseling. Fifteen graduate students received approximately 15½ hours of training and practice in facilitative communication skills. Thirty-nine undergraduate students made up two control groups. Counseling students in the training group made significant increases in both written and videotaped responses. Students in the control groups made no gains. Changes in dogmatism scores and the relationship between dogmatism and level of communication were also examined. Significant changes in dogmatism scores, or meaningful patterns of communication were not found. The study offers suggestions for designing a modest but potentially effective program for increasing the counselor trainees' communications skills...skills which can then be utilized to promote programs of career guidance.

Gelatt (1977) and others reported for the National Consortium for Research on Competency-Based Staff Development in Comprehensive Career Guidance. They developed modules based on data collected from a staff-development needs survey and the recording of critical incidents of effective and ineffective behaviors at each of the centers. Staff members at the four centers developed and field tested a total of twenty-seven modules. The following conclusions were derived from the twenty-seven field tests involving 479 participants: (1) all participants increased their

self-rating of competence; (2) ninety-five percent of the participants rated the instructional methods as very or somewhat effective; (3) on a five-point scale where one was highest and five lowest, participants gave a rating of 1.85 on the content as applicable, 1.69 on the content as valuable, 1.80 on the modules providing new knowledge, and 1.83 on recommendation of the modules to others.

Kershaw and others (1977) also reported the research leading to the development of an in-service model for facilitating interviewing skills and occupational placement. They developed a guide which discusses procedures for setting up and conducting the in-service workshop and describes how materials contained in the twenty-one appendices are to be used during the workshop. The appendices, comprising the major portion of the document, include the following: pre and posttests on interview/communication for the specialists, pretest/posttest key, pre-post results for Manatee and Sarasota school districts, component descriptions, questions for the occupational specialist, micro-interviewing evaluation critique sheet for interviewee and audience, post-test study and review for interview/communication skills, techniques of micro-interviewing (attending behavior, open invitation to talk, minimal encourages to talk, reflection of feeling, paraphrasing, sharing behavior, summarization of feeling, expression of feeling) eight selected psychological terms, definitions

of terms, terms test, and information on self-assessment (psychological test insights and utilization for the occupational placement specialist).

The Northwest Educational Laboratory (1978) reported the results of a project to develop, pilot test, evaluate, and disseminate a competency-based, open-entry/open-exit training program model for adult education guidance and counseling personnel resulting in the development of SAGE (Skills for Adult Guidance Educators). The SAGE training system was developed in nine steps including exploring scholarly research and conducting a nationwide survey; defining a philosophy of individual development materialized in the conceptual mode; and defining a philosophy of instruction materialized in the training model. The conceptual model is predicated on an interrelationship among four concepts: life stage, life style, life space, and total life planning. The training model is based on the following concepts: evidence of learning is a learner's performance; performance is measured in on-the-job situations; and the rate of learning is determined by the learner.

Research in careers and career development has little meaning unless it is applied by practicing counselors to appropriate client situations or by career education programs to their target populations. In this regard the trainers of counselors and career educators also have responsibilities to be aware of significant research in the field.

While it is not the intent of this project to provide a comprehensive review of the extensive research activities of the past twenty years in this field, some examples from this decade are mentioned in the paragraphs which follow. It is hoped they will motivate the counselor trainer and practicing counselor to explore further on their own.

A review of recent research dealing with careers identified a wide variety of studies. For example, in 1972 Miller reported a study of the career development processes as a function of individual needs and role requirements. A self-development career planning technique was recommended incorporating the following processes: (1) structured forecasting, by which individuals can identify potential gaps between present skills and role requirements and probable future role requirements; (2) goal setting and goal clarification; (3) strategy and action planning; (4) reality-testing and public commitment; and (5) identifying and using a continuous support system ('relevant others') in the implementation of personal plans.

The Eckman Center (Woodland Hills, California) in 1972 reported an experimental research project for testing the effectiveness of procedural job guides for placement purposes. Findings of the study supported three conclusions that the use of a proceduralized job guide approach would (1) increase the number and type of challenging job positions available to relatively unskilled students; (2) enable a broader spectrum of relatively unskilled students to participate

in work experience programs; and (3) modify the employer's perception that relatively unskilled students cannot meet the requirements for selected job positions.

Tseng (1972) studied the need for achievement as it related to job success. The hypothesis that higher manifest need for achievement would be significantly associated with higher client's self-rating on training satisfaction, training success and employability, lower fear of failure, and more internal orientation of the client with respect to his locus of control were not supported by the data.

Yokum (1972) reported the findings of a research project identifying human relationship skills that were important to occupational success. Dole (1972) compared life goals of black and white high school seniors and found that sex differences were more significant than racial differences in career planning. Smith and Evans (1973) compared experimental group guidance and individual counseling as facilitators of vocational development. They found that the experimental treatment was more effective in increasing vocational development than either the individual counseling or control treatments, and the individual counseling was more effective than the control treatment. No differences were found among groups in regard to individual counselors, sex of students, or in student counseling assessments.

The New England Resource Center reported in 1973 the first part of a comprehensive study designed to provide

decision makers with an understanding of the needs and capabilities of occupational education in New England. It focuses on the number of individuals, especially dropouts, in need of occupational education and training as compared to the capabilities of the various institutions to meet such a need.

Jones and others (1973) conducted a study which synthesizes evidence on the realignment of practical career guidance, counseling, and placement that has occurred since 1968 for noncollege-bound students. Riley (1973) reported a series of research and development projects in career education in the State of Nevada covering a wide range of topics. In 1974 Prediger and others made a variety of presentations in journals and other publications reporting their Nationwide Study on the Career Development of Youth. The major finding in their study was the sharp contrast between students need for help with career planning and the help they had received. Smith (1974) studied the attitudes of teachers toward career education. Her study noted that city teachers were more favorable than county teachers toward guidance and counseling for career development.

Gottfredson (1976) studied career stability and redirection in adulthood. Age-trends in five-year career stability and change were examined in an approximately one-in-a-thousand sample of 21 to 60-year-old men and women workers. Data on current occupation and occupation five years earlier were collected by the Census Bureau and reorganized for this

study using Holland's occupational classification. Career stability increased with age for both sexes, and age differences persisted even when the analyses were restricted to occupation changers or socioeconomically mobile workers. People initially employed in consistent occupations were more stable than those initially employed in inconsistent occupations. Some kinds of mid-career redirection were more common than others. Suggestions for industrial and counseling application and implications for vocational theory were discussed.

Jerdee and Rosen (1976) reported that a survey of 104 employed women disclosed that while half of the respondents indicated higher-level career aspirations, only 12 percent could trace their current higher-level career interest back to high school days or earlier. The respondents listed personal achievement as a major reason for pursuing a higher level career. Higher income was another important factor determining aspiration. Family and life-style considerations were viewed as the major obstacles to career advancement.

Thompson, in a 1977 publication, described a study to examine the relationship between level of vocational development and career choice, knowledge and perceptions of occupations and level of aspiration among college females. The results should provide counselors and other educators information with which to help females become fully functioning in the world of work.

Models for pre-service and in-service training of counselors have been reported in several publications.

Robinson (1974) developed an individualized instructional unit which is intended for use in inservice or preservice education of counselors and was designed to provide a clear, concise overview of career education and to help counselors understand precisely what their support duties are. The unit is divided into five sections, each based on performance objectives. Wentling in 1976 discusses a project to develop competency-based instructional models for the preparation and training of personnel who plan and implement career education programs. The Mesa, Arizona public schools conducted a demonstration project from 1973-1976 focusing on staff training for career guidance. Training modules with accompanying materials were developed. Hartz and others in 1977 reported the development of a guide at the University of Wisconsin, designed to be used by university instructional staff in developing or inaugurating a career development course for preservice training. Drier (1977) described the development of a career development content model for organizing, developing and implementing future career guidance programs.

III. OBJECTIVES

and

IV. PROCEDURES

III. Project Objective

The objective of this project was to identify and describe existing exemplary practices and models for the training, credentialing and upgrading on a continuous basis, the required knowledge and competencies providing for career guidance by those who are involved in comprehensive systems of guidance.

IV. Project Procedures

Obviously the over-all consideration in the design of procedures for this project were their relevance to the achievement of the project's objective. It should be especially noted, however, that the foundation for the data collection and analyses was the Association for Counselor Education and Supervision's fifteen competencies necessary for counselors and constituting a minimum of skills for entry into the profession. These were as follows:

a. Career and human development theory and research, and the skills necessary to translate this knowledge into developmental career guidance and career education programs.

b. Career information resources and the necessary skills to assist teachers, administrators, community agency personnel, paraprofessionals, and peers to integrate this type of information into the teaching-counseling process.

c. Career assessment strategies, and the skills necessary to assist individuals to use these data in the decision-making process.

d. Individual and group counseling practices and the skills necessary to assist individuals in career planning using both approaches.

e. Career decision-making processes, and the skills necessary to implement programs designed to facilitate career decision-making for clientele in educational and community agency settings.

f. Job placement services, and the skills necessary to assist their clientele to seek, acquire, and maintain employment.

g. The unique career development needs of special clientele groups (women, minorities, handicapped, disadvantaged, adults, etc.) and the skills necessary to assist them in their development.

h. Sexism and racism, and the necessary skills to reduce institutional discrimination in order to broaden the career opportunities available for all persons.

i. The roles that life style and leisure play in career development, and the skills necessary to assist clientele to select and prepare for occupations which coincide with various preferences.

j. Consultation strategies, and the skills necessary to assist others (teachers, parents, peers, etc.)

to deliver indirect career guidance services.

k. Synthesizing strategies, and the skills necessary to assist individuals to understand the interrelatedness of their career decisions and life roles.

l. Program development and curricular infusion strategies, and the skills necessary to design and implement career awareness, self-development, career exploration, and the job placement programs within educational and community agency settings.

m. Organizational development and change processes, and the skills necessary to facilitate change in educators' attitudes toward career education.

n. Program evaluation techniques, and the skills necessary to acquire evidence of the effectiveness of career guidance and career education programming.

o. Educational trends and state and federal legislation which may influence the development and implementation of career guidance programs.

The specific procedures for the project were as follows.

1. Following the administrative organization for the project, planning meetings involving staff and consultants were scheduled regularly. Indiana University project staff and graduate assistants met on a regular basis on Saturday

mornings except for university holidays, or weather closings or other preventive situations. Special meetings with Ohio University staff and other consultants also were scheduled frequently.

2. Extensive literature and research reviews were conducted using the Indiana University Library computerized ERIC probe system.

3. Survey instruments were developed and pilot tested in twelve selected sites. (See Appendix A) These sites were as follows:

   University of Alabama
   University of Arizona
   California State University at Haywood
   Indiana State University
   University of Maine
   University of Missouri, St. Louis
   Purdue University
   Rollins University
   San Francisco State University
   South Carolina University
   University of Toledo
   Western Kentucky University

4. Revised survey instruments (see Appendix B) were mailed to 404 counselor education programs, state supervisors of vocational education, career guidance and counseling and guidance; 26 supervisors in school systems and two national research and development centers. Responses were received from 203 counselor education programs, 34 state supervisors, 20 supervisors in school systems, and two research and development centers.

5. Follow-up letters and instruments were mailed to stimulate additional responses (See Appendix C). As a result, an

additional 88 responses were received from this follow-up mailing.

6. Conferences were held with faculty of a limited sample of possible exemplary sites. These included the following: (in addition to Indiana University and Ohio University)

University of Missouri
Purdue University
Indiana University - South Bend
University of Wisconsin
University of South Carolina
Rollins University
University of Toledo

Special interviews and data collection activities were also conducted at regional ACES meetings as follows:

North Atlantic	1977
North Central	1977, 1978
Southern Central	1977, 1978
Rocky Mountain	1977

-- plus such national meetings as those sponsored by AVA, APGA and the North Central Association of Colleges and Schools.

7. A considerable amount of materials and module descriptors were received. A tentative review and evaluation of these materials and modules resulted in the selection of over 100 items as appropriate for additional consideration as possible "exemplary" materials or modules. These materials were representative of 74 different institutions or agenices.

8. A plan for classifying these materials and modules was developed and pilot tested. (See Appendix D).

9. The final material and module classification plan provided for
   a. Items to be assigned to competency cluster classification.
   b. The selection of exemplary materials and modules.
   c. The identification of areas where new or additional materials need to be developed.
10. Dissemination, including preparation of publications, conference presentation, and coordination of activities with other relevant projects was conducted, project evaluation activities were concluded, and a final technical report was prepared.
11. The project evaluation plan was designed to provide for
    a. continuous, on-going review of the project's progress towards its terminal goals and
    b. Terminal or summative evaluations.

    Drs. Ronald D. Baker and J. Craig Brubaker were the on-going evaluation consultants, assisted in mid-point and terminal evaluation by other special consultants. The on-going evaluation utilized a procedural rating scale in which each procedure was evaluated in terms of three criteria. These criteria were (a) achieved desired outcome; (b) outcome was efficiently achieved; (c) outcome was economically achieved. The evaluation for each of these criteria was designated by a five-point scale ranging from one, lowest level, to five, highest level.

Additionally, project management and efficiency was evaluated on a monthly basis using the same five-point scale. The outcomes of these two evaluations may be noted in Tables 1 and 2 .

TABLE 1. PROJECT EVALUATION PLAN: PART I

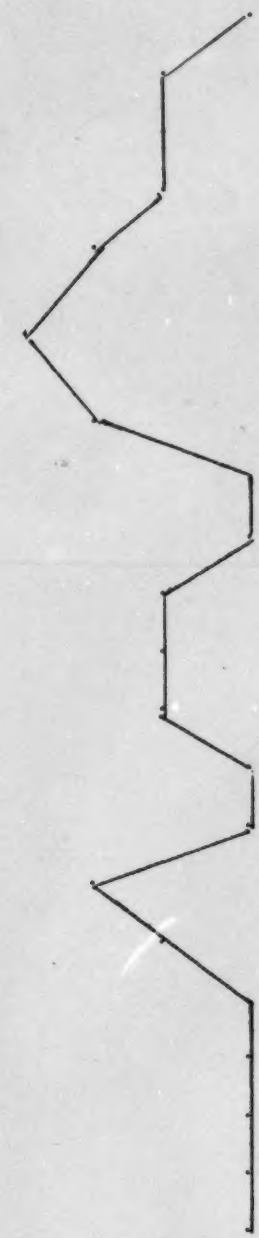
Procedural Step	Evaluative Criteria		
	achieved desired outcome	outcome was efficiently achieved	outcome was economically achieved
1. Initial project organization and planning	5	5	5
2. Literature search for appropriate/ relevant research	3	5	5
3. Developing and pilot testing survey instruments.	4	4	4
4. Revision of survey instruments	4	4	4
5. Solicitation of data from counselor educators, supervisors and other appropriate sources	3+	5	3
6. Follow-up solicitations, (to #5 above) conferences, and site visits	4	4	4
7. Data organization, review and classification, including development of a classification plan	5	4	5
8. Planning and preparation of appropriate publications	5	5	5
9. Planning for and carrying out project dissemination activities	4	5	4

Evaluative Scale

5 - highest level possible
4 - above average
3 - acceptable
2 - questionable or marginal
1 - lowest level

TABLE 2. PROJECT MANAGEMENT EVALUATION

Time Period	Evaluation Scale 1 2 3 4 5	Comments
Oct. '77		Project initiated
Nov.		
Dec.		
Jan. '78		
Feb.		University closed due to coal shortage
Mar.		University closed due to coal shortage
Apr.		
May		
June.		
July		
Aug.		
Sept.		
Oct.		
Nov.		
Dec.		
Jan. '79		
Feb.		
Mar.		
Apr.		
May		
June		



The project evaluators noted that several unusual circumstances effected the project's normal progress at times. The severe winter and energy crisis in the early months of 1978 resulted in the unanticipated closing of Indiana University for a period of one month and extreme limitations on use of its facilities (i.e., little or no heat) for an additional month. This created delays for certain project activities until the summer months when they could not be conveniently executed, thus creating some further delays. The project evaluators feel that the project staff coped with these conditions as well as could be expected although project progress was, due to circumstances beyond their control, limited during this period.

The summative evaluation of the project led to the following conclusions.

(1) The stated objectives of the project were achieved.

(2) The project was well administered and managed.

(3) Fiscal accountability was evident.

(4) The procedures, as modified, were appropriate for the efficient achievement of the project goals.

(5) The project products were appropriate for their intended user audience.

V. RESULTS

V. Results

A. Introduction

The data collection base for this project was the fifteen competency areas identified by the Association of Counselor Educators and Supervisors as follows.

1. Career and human development theory and research
2. Career information resources
3. Career assessment strategies
4. Individual and group counseling practices
5. Career decision-making processes
6. Job placement services
7. Career development needs of special clientele
8. Sexism and Racism
9. Life style and leisure play in career development
10. Consultation strategies
11. Synthesizing strategies
12. Program development and curricular infusion strategies
13. Organizational development and change processes
14. Program evaluation techniques
15. Educational trends and legislation

For data anlysis purposes, these competencies were collapsed into six major clusters as follows:

Cluster I: Career Information Resources and Job Placement Services (competencies 2 and 6)

Cluster II:	Career Assessment Strategies and Career Decision-Making Processes (competencies 3 and 5)
Cluster III:	Program Development and Curricular Infusion Strategies, Organizational Development and Change Processes, Program Evaluation Techniques, and Educational Trends (competencies 12 through 15)
Cluster IV:	Career and Human Development Theory and Research, and Roles of Life Style and Leisure in Career Development (competencies 1 and 9)
Cluster V:	Individual and Group Counseling Practices, Consultation Strategies, and Synthesizing Strategies (competencies 4, 10 and 11)
Cluster VI:	Career Development Needs of Special Clientele Groups and Issues of Sexism and Racism (competencies 7 and 8).

B. Inventory of Resources and Practices

1. Career Materials (and modules) Analysis

The 265 usable and classifiable materials were assigned by project staff and consultants to clusters as indicated in Table 3 which follows.

Table 3

Career Materials (and Modules) Analysis

Cluster No.	Cluster Description	Percentage All Materials Appropriate to Cluster
I	Career Information Resources and Job Placement Services	46
II	Career Assessment Strategies and Career Decision-Making Processes	52
III	Program Development and Curricular Infusion Strategies, Organizational Development and Change Processes, Program Evaluation Techniques, and Educational Trends	54
IV	Career and Human Development Theory and Research, and Roles of Life Style and Leisure in Career Development	35
V	Individual and Group Counseling Practices, Consultation Strategies and Synthesizing Strategies	44
VI	Career Development Needs of Special Clientele Groups and Issues of Sexism and Racism	34

The results displayed in Table 3 indicates that the programs and systems surveyed are more active in the development of pre-service/in-service materials and modules in the areas of career assessment/decision-making and program improvement/ development and the least active in theory/research and the needs of special clientele. The latter would seem to substantiate a frequent criticism that

counseling programs, and hence programs of counselor preparation, seem to focus more on the so-called "normal" population, rather than on special populations with special need. Too, the frequent charge that counselors are too often concerned with practice, rather than its theory and research base, might appear to be substantiated by the data.

Other information was also gathered regarding the materials reviewed. For example, 91 percent of the materials developed for training purposes had stated objectives and 72 percent had measurable outcomes. Additionally, 89 percent of the materials developers reported had been field tested. Eighty-five percent (85) felt their materials were in a form that could be used by others. This form took the nature of printed materials in 75 percent of the cases, even though 57 percent reported they had no grant or contract support for the material development.

2. Career Placement Activities

As previously noted, massive resources have been committed in recent years to the development of programs of career education and related programs of career guidance. However, despite the fact that placement and follow-up are an inherent link in any comprehensive program of career education and guidance, there is clear evidence that those activities have been neglected in programs of guidance in

school systems and in counselor education programs in institutions of higher education. Improvements must be made. Guidelines for such improvements may be suggested through studies which identify the characteristics of successful programs and factors contributing to the development and success of these programs.

A variety of placement activities reported in publications or research reports were reviewed. These include the Minnesota Research Coordinating Unit for Vocational Education reported (in August, 1973) the results of a pilot test of a procedure for conducting a school-based follow-up of former high school students to obtain information about their educational and employment activities. Students were asked for name, address, parents' address and phone, special needs, and their educational program during high school. At the time of assessment they were asked for an employment and educational activities history since leaving high school and a description of their present educational and employment status.

The American Institute for Research in the Behavioral Sciences reported a National Institute of Education study (1973) of periodic surveys over a five-year period of results of inventories administered to 108,000 individuals as a follow-up to Project Talent. This study attempted to relate aptitudes, interests, education and occupational choices.

The Nassau County Board of Education reported a

follow-up study of vocational-technical high school students in Nassau County (1973). Findings are presented based on a survey of work experience of persons who completed or dropped out of industrial and technical vocational programs in Nassau County's high schools during 1965-1969. The report covers, as of 1970, the labor force status of these former students and the kinds of jobs they held. It seeks to determine the extent to which their jobs were related to their high school training and, where they were unrelated, the reasons for that. Earnings in related and unrelated jobs are compared, and the contribution of vocational education in meeting needs for skilled craftspeople is considered. The report also summarizes the opinions of the former students about their vocational education experience.

Bucks County Community College (Pennsylvania) reported a follow-up study which focused upon non-academic attrition during the period 1965-1972. The results indicated that the primary reason for withdrawal was employment and the second was transfer to another college.

G. Brian Jones and others (1973) reported a U. S. Office of Education study. This study synthesizes evidence on the realignment of practical career guidance, counseling, and placement that has occurred since 1968 for non-college bound students. This study examines and classifies thirteen guidance programs, according to whether they emphasize

vocational choice, vocational development, employability development, or placement and follow-up. The second section of the report specifies factors related to the integration of practical career guidance for non-college bound youth. The final section provides a model for systematic planning, structuring, and evaluating of career guidance, counseling and placement for this student population with an emphasis on the importance of self-concept in vocational development.

Howard Rosen (1971) reported findings that underscore the need for linking counseling and labor market information. Grant Wood (1970) discussed the problems, practices and perceptions of Missouri counselors in the selection, placement and follow-up of vocational education students. Jesse Defore discusses in the Journal of Engineering Education (January, 1974) the responsibility of technology educators for improving their relationships with the employers of school graduates, involving the conduct of efficient placement and follow-up activities, acquaintance with manpower and training information, development of new curricula and facilities, and offering of continuing education programs. Ray Wasil discussed in the publication School Shop (December, 1973), the need to commit money and manpower toward developing a vocational placement and follow-up structure within every school district, involving the teacher, business, industry, and at least one placement specialist. The sole function of the placement specialist would be vocational placement.

Nicholson, in Agricultural Education (June, 1973) discusses five reasons for keeping placement and follow-up services within schools. Wiley presented, in an M. A. thesis at Newark State College (1974), a comprehensive job placement program for a community college. He noted that seniors participating in the employment preparation phase were most successful in gaining employment commensurate with their preparation than were students who choose to bypass the opportunity. Where students had strong faculty support through the placement preparation process, they tended to be among the most successful in gaining adequate employment.

Holland reported in a National Institute of Education study (1973) that the understanding of careers requires both organizational and developmental strategies and models as bases for intervention. He employs student assessment, environmental assessment, and environmental redesign to formulate a high school vocational program with the following components: (1) placement and work experience service; (2) translation service; (3) environmental design service; (4) trouble-shooters; and (5) staff relationships. This plan can be easily modified for other age groups.

The Delaware State Board for Vocational Education suggested in a publication (June, 1973) that career guidance and job placement are integral elements of the career education concept. Career decision-making, a major component, includes learning about self, the world of work, and the

interrelationship of these factors. The total professional staff, including a placement coordinator, should be involved in a team approach to serve all students. Personality characteristics and training requirements of the coordinator are described. The coordinator's responsibilities focus on curriculum development and require input from employers, community agencies, parents, and students. Rational procedures for implementing follow-up activity must be an integral part of the total system.

Greenfield Community College (Massachusetts) reported a model program of occupational exploration conducted for students enrolled in a two-year college and unsure of their vocational goals. The heart of the academic program was a six-credit sociology of work course involving the psycho-socio-economic aspects of work. Supplementing this course were three other courses. Three components supplementing the classroom activity of the sociology of work course were eight mini courses, independent study, and an extensive, full-time volunteer work placements.

Hopkins reported in a U. S. Office of Education study (June, 1973) a youth career action program as an example of a vocational education program that can be implemented within a large city in conjunction with a secondary school district. The YCAP center provides a clearly designated place for hard-to-place young people--primarily those who are under-educated, economically

disadvantaged, and have little concept of work and employer expectations--to come for highly individualized services relating to vocational and educational development. The specific goal of YCAP is to be a focal point for school, government, and community efforts to aid the target population. The program annually helps at least 1,000 young people to prepare for entry into suitable jobs and plan for satisfactory careers.

Karen Cooper and others describe (Journal of Business Education, January, 1974) a program in which three teachers established a job placement service for high school business graduates in a community changing from rural to suburban character. The service provided a function needed by the students, helped businesses become aware of a source of employees, and enabled the teachers to earn graduate credit.

The major data for this portion of this report, however, is an "update" (1978) of a study conducted (1976) by staff members (Gibson, Mitchell, Stockton, Shafe) of this project. This project surveyed placement practices in 130 schools from twenty-six states.

Table 4 summarizes and compares questionnaire responses from schools categorized according to size. Large community schools were designated as those in cities of over 100,000 population, medium-sized as encompassing the range 5,000 to 100,000 and small community schools are those representing towns of less than 5,000.

Table 4 is presented on pages 47 and 48.

As may be noted in this Table, the probable availability of full-time placement services appears to increase with school size. However, while a designated placement specialist was reported in 70 percent of the small and large schools in the sample, only 36 percent of the medium-sized schools had a faculty member specifically responsible for this activity. More of the large schools (67%) have designed placement as a special activity with its own director or coordinator. Medium-sized schools were more active in all follow-up activities surveyed except post-secondary educational placement (where they reported 58 percent involvement contrasted to 59 percent by smaller schools). Larger schools reported more activities in all of the areas of employer relationships areas surveyed.

TABLE 4

	Small Schools	Medium Schools	Large Schools
1. School placement activities include:			
a. curricular placement	80%	88%	93%
b. college placement	91%	93%	87%
c. employment placement (full-time)	39%	53%	80%
d. employment placement (part-time)	66%	86%	83%
2. School has a designated faculty member responsible for placement	70%	36%	70%
3. Placement and follow-up activities are viewed as:			
a. an integral part of the school guidance (or pupil personnel services) program	89%	78%	93%
b. a special activity with its own coordinator/director and program faculty/staff	20%	32%	67%
c. a phase of a career education program	30%	54%	21%
d. a primarily administrative activity	20%	17%	37%
e. the students and parents responsibility with little planned assistance from the school beyond schedule placement	27%	24%	23%
4. A systematic on-going follow-up program assesses:			
a. post-secondary educational placement of all pupils	59%	58%	53%
b. post-secondary educational progress of a sample of pupils	43%	51%	43%
c. occupational placement of all working former students	14%	46%	47%
d. reports of those follow-up studies are regularly prepared	45%	68%	22%
e. these reports are regularly used as one resource for increasing program effectiveness	43%	51%	21%

TABLE 4 (continued)

	Small Schools	Medium Schools	Large Schools
5. Employment effectiveness is facilitated by:			
a. conducting area employment surveys	36%	63%	80%
b. alerting potential employers to student availability	82%	69%	83%
c. coordinating efforts with local employment offices	41%	68%	73%
d. job placement activities which are attuned, in practice, to local manpower needs and trends	43%	51%	67%

In addition to the data collected through questionnaires, the project staff and advisory personnel reviewed publications, materials, and reports received from various programs and collected additional data through visitations to selected sites. An analysis of these descriptive data indicated characteristics of programs. These are simply presented in outline form as suggested guidelines for the training of school counselors for their career placement responsibilities.

Characteristics of Programs in Schools in
SMALL SIZED COMMUNITIES

1. Advisory committee
2. Survey sutdent needs
3. Survey employers - needs and positions available
4. Students make initial contacts with business to explain Placement Program (publicity)

5. Group meetings in preparation for employment (with students desiring employment)
6. Employability skills and competency-building classes
7. Systematic record-keeping including student resumes, employer needs
8. Maintenance plan whereby employers and students contacted after placement completed to determine satisfaction of student placed and employer
9. Adjustment counseling available if problems or difficulties arise after placement completed.

* *

Characteristics of Programs in Schools in
MEDIUM-SIZED COMMUNITIES

1. Advisory committee
2. Pre-employment orientation program including human relations, consumer economics, employability skills, etc.
3. Publicity program includes periodic newsletter
4. Publicity program including civic organizations, school and parent groups, employers, media
5. Facilitation of business contacts (personal and telephone contacts)
6. Job placement coordinators within each school
7. Part of career education program
8. Both part-time and full-time placement
9. Centralized placement office
10. Testing for placement
11. Employability skills training unit
12. Systematic record keeping
13. Screening service for employers
14. Supervision of employed students
15. Adjustment counseling after placement
16. Job-related, personal and occupational counseling
17. Follow-up studies of sample of students
18. Evaluation program by outsiders and program participants
19. Adult placement program for adults in evening programs

* *

Characteristics of Programs in Schools in

LARGE SIZE COMMUNITIES

1. Survey students for needs
2. Survey needs of employers and positions available
3. Centralized placement office
4. Full-time and part-time employment available
5. Job placement coordinators within each school
6. Active, working relationship with school personnel (counselors, teachers, administrators)
7. Pre-work preparation for "educationally, socially and personally alienated" (disadvantaged???)
8. Placement for in-school students stressed

* *

Characteristics of Placement Programs in

TWO-YEAR AND FOUR-YEAR COLLEGES

1. Career preview internships
2. Alumni advising system
3. Coordination of efforts with employment agencies
4. Screening interviews with placement counselors
5. Recommendations of applicants to employers
6. Career days
7. Occupational placement for students, spouses of students, and faculty
8. On-going follow-up of all (and sample) former students
9. Maintain placement credentials files (resumes, academic records, and so forth) and sends file to employers upon request by placement service user
10. Secures recruiters and makes appointments for on-campus employment interviews
11. Educational progress assessment of continuing, transfer and drop-out students
12. Part-time and full-time employment service
13. Conducts area employment surveys (local, state, regional)

14. Group sessions regarding assessment of abilities and interests
15. Formal course which includes job interview aspects, employability skills
16. Resources files or library
17. Use of follow-up studies as resource for increasing program effectiveness
18. Individual and group counseling (personal, career, placement)
19. Newsletter of career conferences, civil service and other testing, job opportunities, trends in labor market, recruiter information, and so forth.
20. Systematically scheduled career seminars
21. Day-on-a Job program
22. Community resource person program
23. Job indexing system--available positions and registrants desiring jobs
24. Information about employers--nature of service/product, type/size of company, job openings requirements, future potential
25. Information about economy and economic system; expectations of world of work
26. Skills and talents needed for job opportunities offered in group sessions and/or in seminars
27. Placement-oriented work-study programs
28. Career planning seminar including personal career needs, self-concept and self-awareness, value clarification (personal values in relation to job-career choice), decision-making skills, career information and planning
29. Publicity of services to campus and community business, industries, and so forth.

C. Inventory of Credentialing Preparation and Assessment

1. The Current Status of School Counselor Credentialing

Currently the topic of credentialing is one of the most frequently discussed, debated and written about issues

in the counseling profession and although this project was not charged with the responsibility of examining the issues and concerns involved, the data presented in this section must be reviewed against this background of concern and possible change.

The data on credentialing coursework are displayed in Tables 5 and 6. Table 5 indicates coursework required, by states, to meet school counselor certification requirements, while Table 6 indicates courses commonly required for school counselors' certification. These tables follow.

TABLE 5

Summary of School Counselor Certification Requirements

Courses	States															
	AL	AZ	AK	CA	CO	CT	DE	DC	FL	GA	HA	ID	IL	IN	IA	KS
Introductory Guidance; ie Philosophy, Principles, History	X		X			X	X	X	X			X	X	X		X
Counseling; ie Counseling Techniques, Counseling Theory	X		X			X	2 req.	X	X			X	X	X		
Appraisal; ie Testing, Appraisal, Analysis	X		X			X	X	X	X			X	X	X		3 req.
Group	X		X					X						X		X*
Occupational-Education Information; ie, Career Guidance, Vocational G.	X		X*			X	X	X	X			X	X	X		X*
Program Development; ie Organization & Admin., Management & Leadership	X		X*			X	X	X				X		X		X
Practicum			X			X	X	X	X		X	X	X	X	X	X
Internship																
Other			**			**		**	**				**			**

continued

*For secondary only

**Other courses required vary considerably from state to state: frequently required "other" courses include mental hygiene, human growth and development, and research methods

Data was compiled from Woellner, Elizabeth H. Requirements for Certification, 42nd Ed., The University of Chicago Press, Chicago and London, 1977.

TABLE 5

Courses	States															
	KY	LA	ME	MD	MA	MI	MN	MS	MO	MT	NB	NV	NH	NJ	NM	NY
Introductory Guidance; ie Philosophy, Principles, History	X	X	X	X	X		X		X			X				
Counseling; ie Counseling Techniques, Counseling Theory	X	X	X	X	X		X	X	X			X		X		
Appraisal; ie Testing, Appraisal, Analysis	X	X	X	X	X		X	X	X			X		X		
Group	X	X	X									X		X		
Occupational-Education Information; ie, Career Guidance, Vocational G.	X	X	X	X	X		X	X	X			X		X		
Program Development; ie Organization & Admin., Management & Leadership	X							X								
Practicum	X	X	X	X	X	X	X	X	X			X			X	X
Other	**	**	**	**			**		**							

continued

**Other courses required vary considerably from state to state: frequently required "other" courses include mental hygiene, human growth and development, and research methods.

TABLE 5

Courses	States																	
	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY
Introductory Guidance; ie Philosophy, Principles, History	X	X	X	X				X		X				X		X	X	
Counseling; ie Counseling Techniques, Counseling Theory	X	X	X	X				X	X	X				X		X	X	
Appraisal; ie Testing, Appraisal, Analysis	X	X	X					X	X	X				X		X	X	
Group			X							X				X			X	
Occupational-Education Information; ie, Career Guidance, Vocational G.		X	X	X				X	X	X				X			X	
Program Development; ie Organization & Admin., Management & Leadership		X							X	X								
Practicum	X	2 sem.	X	X				X	X	X				X		X	X	
Internship								X										
Other	**		**	**				**		**						**	**	

**Other courses required vary considerably from state to state: frequently required "other" courses include mental hygiene, human growth and development, and research methods.

TABLE 6

Commonly Required Courses for School Counselor Certification

Title of Course	Number of States Specifying Requirement
Counseling Practicum	33
Counseling Techniques or Counseling Theory	30
Individual Appraisal or Testing or Individual Analysis	29
Occupational-Educational Information or Career Guidance or Vocational Guidance	28
Principles of Guidance or History of Guidance or Introduction to Guidance	27
Group Guidance or Group Counseling or Group Process	14
Organization and Administration or Management and Leadership or Program Development	13

Woellner, Elizabeth H. Requirements for Certification, 42nd Ed. 1977-78, The University of Chicago Press, Chicago, Illinois, 1977.

In reviewing these data, it is interesting to note, insofar as this project is concerned that career guidance and related courses are only the fourth most frequently required course among states specifying specific courses on subject-matter areas.

It should also be mentioned that thirty-five states still require teacher certification for licensing as a school counselor, however, only twenty-six states now require teaching experience.

2. Future Directions in Credentialing

Two studies were significant to the data presented in this section. They are "Counselor Certification Trends and Predictions," by Fred Vogel of the University of New Orleans, which appeared in the Journal of Counseling Services (Volume 2, Number 3, Fall, 1978) and "Future Directions for School Guidance Programs," by Robert L. Gibson. (Viewpoints, January, 1978.)

Vogel noted in particular a shift in credentialing towards measuring competence rather than assessing coursework. As an example, the following are principles basic to the standards of the Washington State Board of Education.

1. "Preparation should be related to performance and performance related to the objectives of the professional and his clients.

2. Preparation should be individualized and give recognition to personal styles.
3. Preparation program should be planned and developed in a participatory manner by those affected.
4. Preparation is a career-long, continuing process."

Vogel then speculated on possible future requirements as follows.

1. "State departments will continue to be the certifying agency for school counselors, although universities will be sharing in this responsibility.
2. The requirements for school counselor certification will be modified as the role of the counselor adjusts to the changing needs of students and society. Likely changes include:
   a. Experience requirements will become more flexible and less specific, i.e., teaching certificates and requirements will be less important than relevant experiences needed by one to become competent.
   b. The Master's degree will be the expected degree for persons in the counseling field. There is a trend, however, to base certification on competency rather than degrees, and for competency to be determined independently by an external evaluation process. Universities, in this case, will be expected to produce training programs adequate

for its graduates to pass successfully a competency exam.

c. Entry into counseling may well begin for many at the undergraduate level, or extend into a second year of graduate study involving a paid internship.

d. Training programs and certification requirements will increasingly reflect the influence of accountability through competency-based or related systematic approaches to training.

e. Field experiences, practicum, and internships will be even more important in the requirements for persons in counseling.

f. Permanent certificates per se will be supplanted by requirements for periodic continuing professional renewal and re-evaluation.

g. Specific areas of greater emphasis in the future will likely include group and consultation skills using knowledge in areas such as behavior change processes and career guidance for use in teacher and parent work."

The futures study reported by Gibson (1978) concluded the following.

1. "School guidance programs will continue to play an important role in the educational system including an increased emphasis on guidance programs in elementary schools.

2. School guidance programs will not be dramatically reshaped in the immediate decades ahead. School administrators, teachers and counselors recommend the continued emphasis of many of the activities traditionally associated with school guidance programs.
3. However, the concept of guidance will continue to shift from remedial to developmental and preventive activities. This trend will be related to increased efforts to increase the attractiveness and relevance of education at all levels for all age groups.
4. School counselors will serve a wider age range of clientele with a wider and differing range of concerns. For example, client needs for sexual understandings, recreational guidance and values counseling can be foreseen along with a continued emphasis in career guidance and placement.
5. The modus operandi for school counselors will change. They will function more as consultants and less in administrative roles involving areas such as attendance and scheduling. They will also be less office-bound and consequently more visible to students, the school staff and the general public. As computer-based systems become increasingly and more economically used in education, counselors will supplement the guidance process through direct use of computer data. This will be especially notable in career and educational

placement, which will be facilitated by national and eventually by world-wide data processing networks that instantly identify appropriate opportunities for students.

6. The increased financial supports for quality education will include school guidance programs. It will be anticipated that school counselors will be better prepared and will function as elite and fully accountable specialists.
7. Finally, school counselors will themselves become future specialists for purposes of educational, career and environmental placement."

The implications of these conclusions for future programs of counselor education are projected as follows.

1. An increase in special courses and programs for the preparation of elementary school counselors.
2. Shifting in the content of many counselor preparation courses to emphasize developmental and preventive practices (in contrast to remedial practices).
3. More courses for counseling the aged, mid-life career changes, recreational therapy, values clarification, human sexuality, parental effectiveness, marital counseling and consultation.
4. Greater attention to data processing and computer utilization .

5. An expectancy that counselors will understand and practice the concept of accountability.
6. Preparation to understand and anticipate the changes of the future.

D. Dissemination Practices

It should be noted that studies of communication/diffusion/dissemination in education have not been encouraging. In a landmark study over fifteen years ago, Mort (1964) provided a comprehensive analysis of 250 studies (to 1961) relating to patterns of diffusion, factors of innovation and conditions affecting the adaptability of school systems. Some of these findings, however, still pertain to problems of dissemination today. For example, Mort noted that (1) typically, an extravagantly long time elapses before an insight into a need (or a discovery that past practice is indefensible) is responded to by innovations. (2) The rate of diffusion of complex innovations appears to be the same as that for simple innovation. And accordingly, innovations that increase cost move more slowly than those that do not. (3) As a suggestion to innovators, Mort says that "knowledge has resulted in the abandonment of many good innovations before they had a chance to put down their roots." (Mort, 1964, p. 327).

Later, Havelock (1969) wrote a comprehensive comparative review of the research literature on the dissemination

and utilization of scientific knowledge. Through this review Havelock synthesized his research into three schools of thought (1969) and after further study combined his three models into one identified as the linkage process. The features of this approach were as follows.

1. Resource systems must recapitulate or adequately simulate the user's problem-solving process.
2. The user must be able to understand (and simulate) the research, development, and evaluation processes employed by the resource system in the fabrication of solutions.
3. Resource and user must provide reciprocal feedback.
4. Successful linkage experiences build channels for efficient dissemination.

Other studies such as Cutter's (1971) described a project undertaken by the Texas Education Agency to strengthen the dissemination function of state education departments. This project sought through conferences to clarify understanding and increase knowledge of information dissemination and strengthen the link between information sources and practitioners.

In 1975, Bice identified problems in the area of vocational research and development dissemination. It was determined that these could be alleviated by (1) defining target audiences and their specific informational needs; (2) analyzing the personal and socio-psychological factors

involved; (3) developing a process for evaluation of the research prior to dissemination and (4) a re-examination of procedures for including data in the information system.

Berger and Andolina (1976) reported an investigation of dissemination of reading research. In this research the concept of a continuum of dissemination was presented and points where breakdowns occurred on the continuum identified. Alternate approaches to the continuum model were welcomed.

Recently, an Indiana University project (funded by the United States Office of Education, 1977) focused upon identifying linkage systems between the worlds of work and education. Based upon information gathered, gaps were identified and recommendations concerning more effective mechanisms are being made. The project will yield evaluative information regarding the relative effectiveness of various linkages for tying research and development generated resources to practitioners in both educational and business settings. Through information from this project, effective dissemination models and avenues for user requests are being developed.

This project*sought to identify effective dissemination practices by going to the "users" in this project's instance, counselor educators themselves.

A sample (N=24) was aksed:

1. What techniques of dissemination do you most frequently use for a professional product or

*TRACES project, subject of this technical report.

viewpoint you wish to share with others?

2. What dissemination technique is most apt to "get your attention?" for examining a product or viewpoint of others?

Responses to these questions are indicated in Tables 7 and 8.

TABLE 7

Techniques Most Frequently Used for Dissemination

Technique	Percent Using
Program Presentations at Professional Meetings	74
Professional Publications	52
Courses	48
Workshops	45
Special Publications	25

TABLE 8

Techniques of Dissemination, Most Successful in "Getting Attention" of Counselor Educators

Technique	Percent responding
Personalized Communications*	79
Presentations at Professional Meetings	50
Professional Publications	48
Workshops	26
Attractive Packaging, Attention Getting Advertising, etc.	15

*Personalized communications included personal face-to-face recommendations of colleagues as fellow-professionals, and individualized communications by phone or letter.

E. Commercial Materials

Since the early beginnings of the Career Education movement and related increase in career guidance, the educational marketplace has been literally flooded with commercial materials appropriate, if we believe their descriptions and advertising, to every conceivable need. As most users of such materials are aware, some are indeed excellent examples of professional workmanship, while others represent a cheap attempt to "cash in" on a receptive market. This project was not designed to evaluate commercial materials in this area. The project staff did, however, examine a sampling of materials and these are presented in appendices E and F, pages 124 - 152, including listing of supplier companies, agencies or institutions.

F. Exemplary Programs

Initially, the project staff gave some consideration to the possibility of identifying exemplary programs on the basis of data received for this project. A decision was made, however, to avoid any such categorization for several reasons as follows.

1. The ACES Committee on Standards has, in the past, avoided the labelling of programs "exemplary."
2. The movement by ACES to accredit programs of counselor education should not be preempted by projects labelling programs as "exemplary."

3. The difficulty of identifying appropriate criteria and then equally assessing ALL counselor education programs in order to determine those most deserving of an "exemplary" label

G. Implementation

The implementation of this project has resulted in many counselor educators, state supervisors and city directors of guidance becoming aware of the fifteen ACES counselor competencies and their implications for training, credentialing and practice. Additional dissemination activities will further implement this project outcome.

In addition, counselor education programs at Ohio University, Rollins University, The University of Toledo and the Statewide System of Indiana University will initiate and implement training methods and modules suggested by the project which reflect comprehensive approaches to the delivery of guidance services. Also, selected methods of disseminating training modules and credentialing assessment strategies which include counselor training staff, state supervisory staff and large school system supervisory staff will be initiated in the state-wide Indiana University counselor education program.

VI. CONCLUSIONS AND RECOMMENDATIONS

Jacobs and Messing, writing in The Career Educator, Volume II, 1976, noted the importance of counselors on the career education team and the recommendations of the Association for Counselor Education and Supervision (ACES) Commission on Counselor Preparation for Career Development/Career Education as follows:

> Counselor preparation should train counselors for major leadership functions in the provision of career guidance for children, youth, and adults. Counselor preparation should emphasize that career education, broadly defined with major emphasis on self and value development, provides the most feasible framework within which to deliver comprehensive career guidance to all persons. Counselor preparation would train counselors for collaborative relationships with other educators, the community and parents, to infuse career education into the curriculum. Counselor preparation should provide counselors with skills in the development of guidance-based career education programs, including the identification of developmental tasks, objectives and strategies for program implementation and evaluation appropriate to the specific population served.

In addition to the better preparation and more effective involvement of school counselors, the need to communicate more effectively career education philosophy, methods, program activities and results to both practitioners and to the general public has also been frequently noted. As early as 1970 the director of this project reported in an international study (Vocational Guidance Quarterly, December, 1970) that a priority concern among educators in both the United States and Britain was the school's failure to communicate adequately and accurately to their supporting communities regarding

their schools' educational programs. In more specific references to communicating career education concepts, two recent studies at Indiana University, "Integrating Efforts of University Counselor Educators and Vocational Educators to Improve Counselor Education" (1972-1975) and "Identification of Effective Practices in Placement and Follow-up" (1974-1976) have noted (1) a tendency on the part of the general public to view career education as vocational education, and (2) the failure of schools and colleges to communicate effectively to public support groups, the achievements of programs of career education and related career guidance. In this regard, the Guidance and Counseling Committee of the North Central Association of Colleges and Schools also noted in its report of May, 1975 "the apparent failure of many programs and projects of career education and guidance to communicate their goals and accomplishments not only within the profession, but to their general public as well."

It is therefore the hope of the staff of this project that this section will not only be widely disseminated (our responsibility) but that the recommendations will be acted upon as well (yours--USOE-- and our responsibility).

A review of the data collected lead the project staff to the following conclusions.

1. Emphasis has been placed on the development of materials and modules related to career planning, assessment and decision-making.

2. Most career materials developed to date have followed acceptable patterns of formating for instructional use; for example, stated objectives, measurable outcomes.
3. On the other hand, there continues to be a lack of research-based materials addressing the career development of minorities, women and handicapped populations.
4. School placement and follow-up programs and related programs of counselor education, still place more emphasis on curricular and college placement and follow-up than employment placement and follow-up. It can also be concluded that, generally speaking, the larger the school and community, the more likely that placement and follow-up services and appropriate in-service counselor training will be available.
5. Credentialing has not been noticeably affected by the career education and guidance movement. While most states require and expect counselors to have training in career guidance and related areas, this requirement has generally pre-dated the career education movement in nearly every state and few additional requirements have been added.
6. While there has been considerable discussion regarding the movement towards competency-based programs and credentialing the movement appears to be losing its momentum at this time.

7. A credentialing trend which may be anticipated, however, is the development of separate licensing criteria for elementary school counselors. While this already exists in a few states, in view of recent federal and state legislative actions, it appears probable that separate licensing requirements will evolve as the demand significantly increases for the elementary school counselor.
8. There will be increasing demands for courses in counseling the aged, mid-life career guidance and recreational and leisure therapy, with all of these having implications for the development of career materials and modules in the 1980's.
9. While new techniques, materials and information can be disseminated to counselors in training through normal coursework, once on-the-job, there appears to be serious gaps in the dissemination of new information and techniques. Overall, it can be concluded that the personal touch, for example--personalized communications or professional meetings are still the most effective techniques for disseminating new data, while mailing and other less personal means of communication appear to be of dubious value.
10. Commercially developed career guidance materials will continue to be prepared in abundance and will be far more available, through the usual commercial dissemination techniques, than training materials (usually less expensive

and often better) developed by counselor educators.

In concluding this technical report, the project staff would like to make the following recommendations:

1. That support monies for the continued development of free and inexpensive career materials for counselors and counselor educators continue to be made available.
2. That efforts be undertaken to increase the effectiveness of counselor training for the career guidance of minority, disadvantaged and handicapped youth.
3. That efforts be continued and accelerated to sensitize counselors-in-training to stereotyping and sex-bias in career materials.
4. That models for integrating career education programs, career guidance and placement activities and programs of counselor education be identified and communicated to practitioners and trainers.
5. That programs of counselor education be provided with data, guidelines and encouragement, as well as money, for staff retraining to develop expertise in the development of career materials and modules.
6. Research and other efforts, must be increased to identify more effective communications systems and techniques for stimulating the rapid dissemination of useful materials and methods among counselor educators and supervisors.
7. More projects are needed which bring counselor educators and practicing counselors together for material, module and technique development and dissemination.

8. More projects are needed which "weld together" career education and career educators, counselor education and counselor educators and vocational education and vocational educators.
9. The United States Office of Education and the Department of Labor should sponsor a national conference during the 1980-1981 school year for counselor educators and supervisors focusing on the career guidance needs of youth, younger adults and older adults in the 1980s.
10. International studies in this and related areas should be undertaken

VII. PERSONNEL

VII. Personnel

The director of this project was Dr. Robert L. Gibson, Professor and Chairman, Department of Counseling and Guidance, Indiana University. Dr. Gibson is also currently chairman of the North Central Association's Committee for Research and Evaluation in Guidance and Counseling. His past experiences include services as a principal investigator in the State of Indiana's project designed to study and improve counseling programs in selected school systems of the State of Indiana. In recent years he has served as a consultant to over two dozen school systems. These activities have typically involved the study and assessment of both community and school characteristics and needs as they relate to programs of counseling and guidance. He has directed studies comparing the educational problems of vocational students and schools in the United States and the British Isles (USOE 1968-1970) which indicated that a closer liaison existed between certain community guidance activities and school programs in the British Isles than in the United States. Dr. Gibson's research experiences also include the direction of two other funded studies comparing the academic achievement of elementary and secondary age school students in the United States and the British Isles (USOE 1962-1968) and a national study of successful practices in placement and follow-up in secondary and post-secondary vocational programs (USOE and

State of Indiana, 1975). This study pointed out wide variations in cooperation between community-based placement services and school-based placement services. Dr. Gibson has also directed studies investigating dropouts in secondary and post-secondary schools (Ford Foundation and USOE). Both studies have noted the importance of effective career guidance in dropout prevention. He has published extensively in the areas of guidance program development and evaluation with his most recent textbook publications being An Introduction to Guidance (due for release by Macmillan Company in 1980); the Development and Management of School Guidance Programs (1973, Wm. C. Brown); Career Development in the Elementary School (1972, Merrill and Company), and Guiding Human Development (1970, Wadsworth-Jones). He recently concluded the direction of a study entitled Future Directions for School Guidance Programs (North Central Association, 1975) which pointed out the increasing responsibilities of counselors for career guidance for all age groups.

Dr. Gibson's project responsibilities included the organization, direction and management of the project. He also participated in project data collection, interpretation and dissemination.

Project Associates:

The two project associates for this project were Dr. Marianne H. Mitchell (Professor of Education, Department

of Counseling and Guidance, Indiana University) and Dr. Rex Stockton (Associate Professor of Education, Department of Counseling and Guidance, Indiana University).

Dr. Mitchell had directed previous funded studies including "A Comparison of the Effectiveness of Pupil Personnel Services in Selected School Systems in the United States and the British Isles," (a study which also noted closer relationships between community, businesses and school programs in the British Isles), and the "Comparison of Guidance Activities in Selected Foreign Countries with the United States." She has also co-directed or served as a research associate on projects comparing vocational problems of secondary school youth; follow-up studies of secondary school leavers; comparative studies of academic achievement in the United States and the British Isles. In these studies, Dr. Mitchell had a particular responsibility to study characteristics of the communities and the career opportunities for youth of the participating schools with particular attention given to complementing community agencies. Her most recent publications are An Introduction to Guidance (due for release by Macmillan Company in 1980); The Counselor and Sexuality (Houghton Mifflin, 1973); and the co-authored Development and Management of School Guidance Programs (Wm. C. Brown, 1973). Dr. Mitchell has had extensive consulting and research experience in the area of career guidance and sex-role stereotyping and sex bias, including studies of attitudes of adolescent girls towards careers in vocational education

(State of Indiana, 1976) and Increasing the Guidance Counselor's Understanding of Career Opportunities in Vocational Education (State of Indiana).

Dr. Mitchell's project responsibilities included participating in project data collection, organization and interpretation and preparation of publications for reporting and dissemination, and the elimination of sex-role stereotyping and bias in the project's activities and publications.

Dr. Rex Stockton has worked actively in research and project activities for several years. He was Associate Director of the METRO project (a research study funded by the U. S. Department of Labor), in 1970-1972, which studied Employment Office practices and counseling and guidance in differing community settings. He recently directed a project (USOE) studying linkages between education, business and community agencies. He has been a member of the Higher Education Advisory Committee to the Indiana State Board of Vocational-Technical Education, a consultant for regional and national offices of the U.S. Departments of Labor and Education, and a consultant to the National Science Foundation. He has authored numerous research reports and journal articles.

Dr. Stockton's project responsibilities included participation in project data collection, organization and interpretation and preparation of publications for reporting and dissemination.

Other project personnel included Dr. Thomas Sweeney, Ohio University; Dr. Marie Shafe, Rollins College; Dr. J. Craig Brubaker, Monroe County Community Mental Health Clinic; Dr. Ronald D. Baker, RJF Associates and Dr. Wayne Lanning, Indiana University.

Project research assistants included Ms. (now Dr.) Darlene Gerster, Ms. Morag Harris, and Ms. (now Dr.) Janice Hezel.

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APPENDICES

APPENDIX A

INDIANA UNIVERSITY
School of Education
2805 East Tenth Street
BLOOMINGTON, INDIANA 47401

TEL. NO. 812—337-

April 19, 1978

Dear Colleague,

Indiana University and Ohio University, under a grant from the U.S. Office of Education, are currently conducting a study designed to identify exemplary practices and corresponding resources appropriate to the fifteen ACES Career development competencies (see attached). Upon completion, this project will provide all programs responding to our survey with a resource inventory of these practices and resources.

Of course, we are dependent on you, our fellow colleagues, to assist us in the identification of training modules, methods and materials developed at your's or other institutions or agencies. Would you please make your faculty aware of our study and distribute the enclosed questionnaire to those who have developed instructional materials. In order to be included in our directory of resources, your information needs to be to us by May 19. Many thanks for your assistance.

Sincerely,

Robert Gibson
Bob Gibson
Indiana University

Tom Sweeney
Tom Sweeney
Ohio University

Marianne H. Mitchell
Marianne H. Mitchell
Indiana University

Marie Shafe
Marie Shafe
Ohio University

Rex Stockton
Rex Stockton
Indiana University

COUNSELOR COMPETENCIES FOR CAREER DEVELOPMENT

Stated By

The Association for Counselor Education and Supervision*

1. Career and human development theory and research, and the skills necessary to translate this knowledge into developmental career guidance and career education programs.

2. Career information resources and the necessary skills to assist teachers, administrators, community agency personnel, paraprofessionals, and peers to integrate this type of information into the teaching-counseling process.

3. Career assessment strategies, and the skills necessary to assist individuals to use these data in the decision-making process.

4. Individual and group counseling practices and the skills necessary to assist individuals in career planning using both approaches.

5. Career decision-making processes, and the skills necessary to implement programs designed to facilitate career decision making for clientele in educational and community agency settings.

6. Job placement services, and the skills necessary to assist their clientele to seek, acquire, and maintain employment.

7. The unique career development needs of special clientele groups (women, minorities, handicapped, disadvantaged, adults, etc.) and the skills necessary to assist them in their development.

8. Sexism and racism, and the necessary skills to reduce institutional discrimination in order to broaden the career opportunities available for all persons.

9. The roles that life style and leisure play in career development, and the skills necessary to assist clientele to select and prepare for occupations which coincide with various preferences.

10. Consultation strategies, and the skills necessary to assist others (teachers, parents, peers, etc.) to deliver indirect career guidance services.

11. Synthesizing strategies, and the skills necessary to assist individuals to understand the interrelatedness of their career decisions and life roles.

12. Program development and curricular infusion strategies, and the skills necessary to design and implement career awareness, self-development, career exploration, and the job placement programs within educational and community agency settings.

13. Organizational development and change progresses, and the skills necessary to facilitate change in educators' attitudes toward career education.

14. Program evaluation techniques, and the skills necessary to acquire evidence of the effectiveness of career guidance and career education programming.

15. Educational trends and state and federal legislation which may influence the development and implementation of career guidance programs.

* Taken from the ACES Position Paper on Counselor Preparation for Career Development/Career Education. Approved by the membership, April, 1976

TRACES PROJECT QUESTIONNAIRE

Indiana University Ohio University

Have you developed career guidance training materials or procedures which: (please check as many as are appropriate)

_____ Are related to one or more of the 15 A.C.E.S. competencies (see following page)

_____ Have stated objectives

_____ Have measurable outcomes

_____ Could be implemented by others

If you have checked all of the above, please proceed to the next page. If you do not have materials which fit into these categories, please return the enclosed pre-addressed card.

Feel free to xerox additional copies if needed.

Title of Training Material: _____

_____

MATERIAL CHARACTERISTICS

1. What competency(s) does this material address? (check all appropriate)

_____ Career and human development theory and research

_____ Career information resources

_____ Career assessment strategies

_____ Individual and group counseling practices

_____ Career decision-making processes

_____ Job placement services

_____ Career development needs of special clientele

_____ Sexism and racism

_____ Life style and leisure play in career development

_____ Consultation strategies

_____ Synthesizing strategies

_____ Program development and curricular infusion strategies

_____ Organizational development and change processes

_____ Program evaluation techniques

_____ Educational trends and legislation

2. Has this material been field tested?

_____ YES _____ NO

3. Is this material in a form in which it can be made available to others?

_____ YES _____ NO

4. Has this material been used by professionals outside of your department?

_____ YES _____ NO

5. Does this material incorporate commercially produced material?

_____ YES _____ NO

If so, please give the product name and publisher.

Name _____

Publisher _____

6. What instructional medium does this material utilize?

_____ Print _____ Multimedia (please specify

_____

7. Has the development of this material been supported by a grant or contract?

_____ YES _____ NO

8. Would you disseminate this material to other interested counselor educators?

_____ YES _____ NO

9. What would be your approximate charge per copy to disseminate this material?

$_____

We thank you for returning this form with any additional description and/or materials related to the material described above.

APPENDIX B

PROJECT

T R A C E S

(TRAINING RESOURCE ANALYSIS FOR COUNSELOR EDUCATION AND SUPERVISION)

Dear Fellow Counselor:

Indiana University and Ohio University, under a grant from the U.S. Office of Education, are currently initiating a study designed to identify exemplary practices and corresponding resources appropriate to the fifteen ACES counselor competencies.

We are hopeful that this project will provide a valuable resource inventory for every counselor education program, counselor supervisors, and others involved in either the preservice or inservice training and/or credentialing of counselors. We are obviously dependent upon you, our fellow colleagues, to assist us in the identifying of training modules, methods and materials developed at yours or other institutions or agencies which you would be willing to share.

Your department or office will be receiving a letter of request for assistance in the near future with detailed instructions. In the meantime, however, we wanted to take the opportunity at your regional ACES meeting to inform you of this study and to solicit respectfully your cooperation and support.

A brief description of this project is attached.

THANK YOU!!!

PROJECT BRIEF

PROJECT TITLE: Training Resource Analysis for Counselor Educators and Supervisors (TRACES)

PROJECT INSTITUTIONS: Indiana University
Bloomington, IN

Robert L. Gibson
Marianne H. Mitchell
Rex Stockton
J. Craig Brubaker

Ohio University
Athens, OH

Thomas Sweeney
Marie Shafe

PROJECT DURATION: October 1, 1977 through December 31, 1978

PROJECT OBJECTIVES:

This project is designed to identify and describe existing exemplary practices and models for the training, credentialing and upgrading on a continuous basis, the required knowledge and competencies of those who provide comprehensive systems of guidance.

PROJECT PROCEDURES:

Data will be solicited from cooperating counselor education programs, State Departments of Public Instruction, supervisors in school systems, national R & D Centers and commercial producers of training materials.

Following data collection, including site visits and analysis, the project will address itself to the design of a system of providing information necessary for the planning and implementation of comprehensive, competency-based training programs. The foundation for the data collection and analyses is the Association for Counselor Education and Supervision's fifteen competencies necessary for counselors and constituting a minimum of skills for entry into the profession, as follows:

1. Career and human development theory and research, and the skills necessary to translate this knowledge into developmental career guidance and career education programs.
2. Career information resources and the necessary skills to assist teachers, administrators, community agency personnel, paraprofessionals, and peers to integrate this type of information into the teaching-counseling process.
3. Career assessment strategies, and the skills necessary to assist individuals to use those data in the decision-making process.
4. Individual and group counseling practices and the skills necessary to assist individuals in career planning using both approaches.
5. Career decision-making processes, and the skills necessary to implement programs designed to facilitate career decision making for clientele in educational and community agency settings.
6. Job placement services, and the skills necessary to assist their clientele to seek, acquire, and maintain employment.

7. The unique career development needs of special clientele groups (women, minorities, handicapped, disadvantaged, adults, etc.) and the skills necessary to assist them in their development.
8. Sexism and racism, and the necessary skills to reduce institutional discrimination in order to broaden the career opportunities available for all persons.
9. The roles that life style and leisure play in career development, and the skills necessary to assist clientele to select and prepare for occupations which coincide with various preferences.
10. Consultation strategies, and the skills necessary to assist others (teachers, parents, peers, etc.) to deliver indirect career guidance services.
11. Synthesizing strategies, and the skills necessary to assist individuals to understand the interrelatedness of their career decisions and life roles.
12. Program development and curricular infusion strategies, and the skills necessary to design and implement career awareness, self-development, career exploration, and the job placement programs within educational and community agency settings.
13. Organizational development and change progresses, and the skills necessary to facilitate change in educators' attitudes toward career education.
14. Program evaluation techniques, and the skills necessary to acquire evidence of the effectiveness of career guidance and career education programming.
15. Educational trends and state and federal legislation which may influence the development and implementation of career guidance programs.

Project outcomes will include publications which inventory and describe training modules and methods, credentialing methods and strategies, descriptions of current preparation emphasis and inventories of commercial materials.

The above publications and other relevant project reports will be distributed to all counselor education programs, State Departments of Public Instruction, cooperating and/or interested school systems, R & D Centers and other interested agencies or offices. Outcomes will also be available for reporting at professional meetings and workshops.

TRACES

Training Resource Analysis for Counselor Educators and Supervisors

DEVELOPER QUESTIONNAIRE

Directions: Please complete one questionnaire for each career guidance training item you have developed.*

Title of Training Material: _____

1. What competency(s) does this material address? (check all appropriate)

   _____ Career and human development theory and research

   _____ Career information resources

   _____ Career assessment strategies

   _____ Individual and group counseling practices

   _____ Career decision-making processes

   _____ Job placement services

   _____ Career development needs of special clientele

   _____ Sexism and Racism

   _____ Life style and leisure play in career development

   _____ Consultation strategies

   _____ Synthesizing strategies

   _____ Program development and curricular infusion strategies

   _____ Organizational development and change processes

   _____ Program evaluation techniques

   _____ Educational trends and legislation

2. Does this material have stated objectives?

   _____ YES _____ NO COMMENTS:

3. Does this material have measurable outcomes?

   _____ YES _____ NO COMMENTS:

4. Could this material be implemented by others?

   _____ YES _____ NO COMMENTS:

* Feel free to xerox additional copies if needed.

5. Has this material been field tested?

_____ YES _____ NO COMMENTS:

6. Is this material in a form in which it can be made available to others?

_____ YES _____ NO COMMENTS:

7. Has this material been used by professionals outside of your department?

_____ YES _____ NO COMMENTS:

8. Does this material incorporate commercially produced material?

If so, please give the product name and publisher.

NAME _____

PUBLISHER _____

9. What instructional medium does this material utilize?

_____ Print _____ Non-Print (Please specify) _____

10. Has the development of this material been supported by a grant or contract?

_____ YES _____ NO COMMENTS:

11. Would you disseminate this material to other interested counselor educators?

_____ YES _____ NO COMMENTS:

12. What would be your approximate charge per copy to disseminate this material?

$ _____

We thank you for returning this form with any additional description and/or materials related to the item described above.

Return to:

TRACES PROJECT
Dr. Robert L. Gibson
Indiana University
Smith Research Center
Bloomington, Indiana 47401

Respondent:

Name _____

Institution _____

APPENDIX C

INDIANA UNIVERSITY
School of Education
2805 East Tenth Street
BLOOMINGTON, INDIANA 47401

July 1, 1978

TEL. NO. 812—337-

Dear Colleague,

This is a follow-up to our letter of April 19 in which we noted that Indiana University and Ohio University, under a grant from the U.S. Office of Education, are currently conducting a study designed to identify exemplary practices and corresponding resources appropriate to the fifteen ACCS Career development competencies (see attached). We also suggested that, upon completion, this project will provide all programs responding to our survey with a resource inventory of these practices and resources.

Of course, we are dependent on you, our fellow colleagues, to assist us in the identification of training modules, methods and materials developed at yours or other institutions or agencies and while we have not as yet received your response, we are still hopeful that you may have developed instructional materials which you would be willing to share in our directory of resources. Many thanks for your assistance.

Sincerely,

Bob Gibson
Indiana University

Tom Sweeney
Ohio University

Marianne H. Mitchell
Indiana University

Marie Shafe
Ohio University

Rex Stockton
Indiana University

APPENDIX D

TRACES PROJECT

Department of Counseling & Guidance
Smith Research Center
Indiana University, Bloomington, Indiana 47401

Title & Description of Materials or Modules	Developer	Address	Cost	Competency Number(s)

APPENDIX E

1. Annotated Bibliography

The following is a selective, annotated bibliography of career information materials. We believe that the competent counselor will be training to search out, evaluate and utilize those materials appropriate to the needs of his or her clientele; therefore, this bibliography is meant to present examples only of such sources. The sources for these materials include bibliographies and reviews from various educational institutions, projects, organizations, and publications.

In addition to identifying current materials, free of sexual or racial discrimination, this bibliography contains audio and audio-visual materials to accommodate that segment of the counselee population who may have reading limitations.

In keeping with the intent to provide general, exploratory information, materials were selected, whenever possible, to cover broad job areas or career clusters. Particular attention was given to the career cluster concept devised by the United States Office of Education which include the following clusters: health, manufacturing, environment, transportation, communication, construction, distribution and marketing, agriculture, public service, personal service, hospitality and recreation, fine arts, consumer and homemaking, and business and office.

In addition to general information about jobs in the aforementioned clusters, materials for the inservice and

pre-service training of counselors are also recommended that deal with getting and holding a job, apprenticeships, opportunities in the Armed Services, how to start your own business, jobs for the handciapped and undereducated, how to have a job interview, how to fill out a job application, and other areas of concern to potential job seekers.

Each annotation provides a brief description of the materials and also includes a publisher's address and material costs. All prices listed must be considered as approximations since it is impossible to remain up-to-date with this constantly changing aspect.

BIBLIOGRAPHY

CATEGORY

I. RESOURCES FOR MATERIAL SELECTION AND EVALUATION

Educators Guide to Free Guidance Materials.
Educators Progress Service, Inc.
Randolph, Wisconsin 53951
Latest edition. Approximate cost $11.00.
This annual guide contains information on almost 2000 selected free guidance aids including films, filmstrips, slides, tapes, scripts, audiodiscs and printed matter. Approximately 25% of these are on occupational information. Names, addresses, availability, loan terms, and ordering procedures are included.

Guidelines for the Preparation and Evaluation of Non-print Career Media
American Personnel and Guidance Association
1607 New Hampshire Ave., N.W.
Washington, D.C. 20009; 1977; 10 p.; $1.00
These guidelines are designed to assist those who select and use career-related media including films, filmstrips, and cassettes. They also may be used by those producing such materials.

NVGA Bibliography of Current Career Information
American Personnal and Guidance Association
1607 New Hampshire Ave., N.W.
Washington, D.C. 2009; 1977; cost unknown
This volume is prepared by National Vocational Guidance Association members of the Career Information Review Committees and Career Film Evaluation Committee. Thousands of free and inexpensive materials are listed and rated on hundreds of occupations together with apprenticeship information.

II. GENERAL PRINTED MATERIALS (SETS)

A Career in the Modern Office Series.

Phyllis Morrison; McGraw-Hill Book Co., Gregg Division,
Princeton Road, Hightstown, NJ 08520; 1969; 134 p.; $8.40
This is a combined set of four paperback pamphlets that presents possibilities for full and part-time employment and provides information for preparing for job interviews as well as job descriptions. This set is used mainly with the disadvantaged.

Choosing Your Career
United Features, Rowayton, Connecticut; 1975; cost unknown.
This set covers the USOE's 15 career clusters in 15 individual booklets. Provides overview of jobs in each cluster including work involved, abilities, education and training required, working conditions, and employment prospects.

Ebony Success Library
Sanders; Johnson Publishing Co., Chicago, Illinois; 1973; 3 volumes; cost unknown. These three volumes cover the following:
Volume I 1,000 Successful Blacks
Volume II Famous Blacks Give Secrets of Success
Volume III Career Guide: Opportunities and Resources for You

Occupations
Caroline Blakely and Dennis Schroeder; New Readers Press, Box 131, Syracuse, New York 13210; 1975; p. 132; $3.20.
These two booklets present 106 short essay-type stories of real people in real jobs. There are seven areas of employment covered, each area being one where job opportunities are increasing.

Popeye Career Awareness Program
Joe Gill; King Features, New York, NY; 1973; cost unknown.
This series of 15 comic books, featuring the well-known cartoon character Popeye, leads the leader through various neighborhoods and factories, parks and institutions, pointing out 70 various jobs and careers. Popeye's observations are designed to help the leader develop career awareness and decision-making skills. The 15 USOE job clusters are covered.

SRA Widening Occupational Roles
Lawrence Bolanger; Science Research Associates, Chicago, Ill. 60611; 1972; 2,876p.; $158.50.
This resource file for libraries or counselors contains 340 four-page work briefs on different jobs. A workscope device allows the user, through color-coding, to match job interests, skills, and abilities. Color filmstrips and cassettes are also included with the resource file. A Handbook of Job Facts that can be used in conjunction with these materials included elsewhere in this bibliography.

The Encyclopedia of Careers and Vocational Guidance
William Hopke, J.G. Ferguson Co.; Chicago, Illinois; 1975; two volumes; p. 1532 $4 (set) Volume I contains articles covering 71 career fields. Volume II discusses the specifics of 650 occupations. The basic aim of this set is to help individuals assess interests and abilities in relation to occupational opportunities and demands.

Vocations in Trades
Arthur Liebers; Lothrop, New York, NY; 1974; 3 books; cost unknown. This set of three (1. You Can Be An Electrician 2. You Can Be A Plumber 3. You Can Be A Carpenter) gives thorough treatment to building trades vocations. Includes sample aptitude tests, list of training schools, and descriptions of apprenticeship programs.

III. GENERAL PRINTED MATERIALS (SINGLE)

Armed Services VIEW (Vital Information for Education and Work.)
Indiana University and the Department of Defense; ERIC Clearinghouse on Career Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210; 199 p.; Hard copy $11.37; Microfiche .83; ED133497; 1976.
This material available from ERIC, introduces all branches of the military and discusses related civilian and military training and opportunities.

A Woman's Guide to Her Own Franchised Business
Anne Small and Robert Levy; Pilot Books, Inc., 347 Fifth Ave., New York, NY 10016; 1975; p. 42; $2.00.
This is a brief overview of franchising opportunities particularly suitable for women.

Career Choices for the 70's
Arnold; P. F. Collier, Inc., 866 Third Avenue, New York, NY 10022; 1971; p. 147; $4.95. This is an up-to-date reference book on careers which includes names and addresses of schools and technical and on-the-job training in companies covering many career areas. This book is particularly useful to females and minority groups.

Career Information Unit for Distributive Education
Distributive Education Materials Lab at Ohio State, 1885 Neil Ave, 115 Townshond Hall, Columbus, Ohio; 1973; 200 p.; $2.50.
This career exploration handbook helps the reader explore occupational clusters. Within each cluster are various job titles and activities intended to encourage the reader to research additional sources of information.

Careers in Marketing
James A. Bikkie; McGraw Hill Book Co., Gregg Division, Princeton Road, Hightstown, NJ 08520; 1971; 148 p., $3.12.
This material is designed to present the performance requirements of various distributive jobs and assist the reader in his or her career decision.

Careers in the Health Field
Essie E. Lee; Julian Messner, New York, NY; 1973; 191 p.; $4.95.
This book provides very thorough coverage of all specific and supportive hospital and community positions in the health field. Excellent photographs representing all members of society in appropriate numbers in the health field.

Career Opportunities: Agriculture, Forestry, and Oceanographic Technicians: Revised Edition
Howard Sidney; Doubleday and Company Inc.; Garden City, New York 11530; 1974; p. 376; $11.95.
Using the job clusters approach, over 300 jobs in 26 occupational areas are explored. This book is suitable for non-traditional, second-careers, and all other adult students.

Career Opportunities: Community Service and Related Specialists; Revised Edition
Sylvania Bayliss and others; Doubleday and Company, Inc.; Garden City, New York 11530; 1974; p. 306; $12.95.
This book describes a variety of public and community service careers and job opportunities such as library assistant, fire fighter, and law enforcement officer.

Career Opportunities - Ecology, Conservation, and Environmental Control
J. G. Ferguson Publishing Company, Chicago, Illinois; 1971; 211 p.; $6.95
This book describes careers in the environmental and conservation fields, entry levels, types of jobs, preparation needed, and future possibilities.

Creating a Career; Student Book
Glenn Tippett and others; Information Canada, Box 1565, Training Research and Development Station, Prince Albert, Saskatchewan, Canada; 1974; p. 226; $4.95. This worktext is designed for unemployed or underemployed young adults and contains exercises to improve decision-making skills, attitudes, and job search techniques.

Directory of Accredited Home Study Schools
Accrediting Commission, National Home Study Council, 1601 Eighteenth St., N.W., Washington, D.C. 20009. Latest edition. Free. Lists accredited home study schools as well as subjects.

Exploratory Business
Dane, Patrick and Grubbs; McGraw-Hill Book Co., Gregg Division, Princeton Road, Hightstown, NJ 08520; 1971; 192 p., $2.97.
This is a text/workbook designed to provide an overview of career opportunities in the areas of Distributive Education, Clerical, Accounting, Data Processing, and Stenographic occupations.

Exploring Occupations in Agribusiness and Natural Resources
Samuel M. Curtis and Robert J. Mercer; McGraw-Hill, New York, NY; 1976; 152 p.; cost unknown. This book introduces and explores 28 occupations in the field of agribusiness and natural resources.

Futures Unlimited in executive Housekeeping
The National Executive Housekeepers Association, Inc., Business and Professional Building, 2nd Avenue, Gallipolis, Ohio 45131; 1973; p. 18; cost unknown. This manual outlines some of the executive housekeeping opportunities and jobs in the field of hospitality and recreation in hotels, motels, hospitals, clubs, residence halls, nursing homes, retirement homes, condiminiums, schools, government buildings, and industrial sites.

Getting into Broadcast Journalism: A Guide to Careers in Radio and TV
Gregory Jackson; Hawthorn Books, Inc., 260 Madison Avenue, New York, NY 10016; 1974; p. 156; $6.95.
This book is designed for those persons interested in jobs in communications and media, specifically radio and TV. There is detailed discussion of opportunities for women and other minority groups.

Handbook of Job Facts
Carole Lang; Research Associates, Chicago, Illinois 60611; 1972; 134 p., cost unknown. This book consists of a detailed chart of 300 occupations describing duties, education, training, special qualifications, future outlook, and other areas of concern to the job hunter. For each occupation there is a code number as a guide to additional information that may be found in SRA's Widening Occupational Roles also included in this bibliography.

How to Complete Job Application Forms
American Personnel and Guidance Association, 1607 New Hampshire Ave., N.W. Washington, D.C. 20009; 1975; 36 p.; cost unknown.
This booklet is designed to help job seekers understand and cope with the problems presented by a typical job application form.

How to Get a Job and Keep It
Dorothy Goble; Steck-Vaughn, Austin, Texas; 1975; 63 p. cost unknown.
Designed to help career seekers locate, apply for, keep, and advance in a job.

How to Select a Private Vocational School
Griff, Pitts; American Personnel and Guidance Association, 1607 New Hampshire Ave., N.W., Washington, D.C. 20009; 1974; 24 p., cost unknown.
This booklet is designed to assist individuals in the selection of a trade, technical, business, or correspondence school.

How You Can Get A Better Job
American Technical Society, 848 E. 58th Street, Chicago, IL 60637; $4.00.
This book is not only for obtaining a better job, but also for getting along better with co-workers once the job is obtained.

Jobs for Which Apprenticeships are Available
U.S. Department of Labor, Bureau of Labor Statistics, Washington, D.C. 20212; 1974; Free.
This material lists occupations requiring apprenticeship training, number of persons presently employed in the occupations, and qualifications, training, and employment prospects through 1985.

Jobs in Art
Science Research Associates, Inc., 259 E. Erie Street, Chicago, IL 60611; 1968; p. 50; $2.00.
Covers field rather than one occupation. Jobs discussed include commercial artists, photographs, and others.

Jobs in Building Construction Trades
Science Research Associates, Inc., 259 E. Erie Street, Chicago, IL 60611; 1968; p. 50; $2.00.
Covers the entire field rather than one particular job. Provides general information on such jobs as bricklayer, plumber, pipefitter, welders, carpenters, and others.

Jobs in Mechanical Work
Science Research Associates, Inc., 259 E. ERie Street, Chicago, IL 60611; 1968; p. 50; $2.00.
Covers fields of interest rather than a particular job. Provides case histories of workers such as machinists, boilermakers, auto mechanics, autobody repairmen and others. Most of these jobs fall in the career clusters transportation and manufacturing.

Jobs in Publishing
Science Research Associates, 259 E. Erie Street, Chicago, IL 60611; 1968; p. 50; $2.00. Covers entire family of publishing, on integral component of the career cluster communications and media. Occupations discussed include editor, reporter, printer, typesetter, pressman, binding worker and others.

Jobs in Technical Work
Science Research Associates, Inc., 259 E. Erie Street, Chicago, IL 60611; 1968; p. 50; $2.00.
Covers a field of interest instead of a particular job. Includes case histories of draftsmen, expediters, inspectors, and other jobs in the career cluster of manufacturing.

Jobs in the Performing Arts
Science Research Associates, Inc., 259 E. Erie Street, Chicago, IL 60611; 1968; p. 50; $2.00.
Describes the entire job family encompassed in the phrase performing arts. Discusses musician, singer, composer, dancer, and others.

Jobs That Help the Consumer and the Homemaker
Gilda Beiger; Lothrop, Lee and Shepard Company; New York, NY; 1974; 95 p.; $5.50. Each chapter in this reference book deals with a career, describes a typical worker, how to prepare for the job and what to expect once you have started.

Non-traditional Careers for Women
Sarah Splaver; Messner, New York, NY; 1973; 223 p., cost unknown. This book gives information on more than 500 occupations now open to the contemporary woman.

Occupational Outlook Handbook
U.S. Department of Labor, Bureau of Labor Statistics, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402; 1976-77 edition; $7.00.
This handbook presents information on over 850 occupations in 30 major industries. Many counselors consider this handbook the best single source of job facts available today.

Pathways to Careers
Muriel Karlin and Morton Margules; Globe, New York, NY; 1975; 198 p.; cost unknown. This book on career planning has three units. 1) Preparing for your career, 2) Getting the job you want, and 3) Succeeding in your career. Illustrated with photos and cartoons.

Profitable Part-time Home Based Business--How You Can Make Up to $150 A Week Extra Income
Gary Null; Pilot Industries, Inc., 347 Fifth Avenue, New York, NY 10016; 1974; p. 52; $2.00.
This book describes a variety of part-time home businesses that fulfill legitimate community needs and require little or no investment of money.

Small Business Ideas for Women--And How to Get Started
Terri Hilton; Pilot Industries, Inc; 347 Fifth Ave, New York, NY 10016; 1975; p. 34; $2.00.
This booklet addressed primarily to women, provides information on businesses that can be operated from the home or small office, require minimal financial investment, and can be managed on a spare or part-time basis.

Starting A Business After 50
Samuel Small; Pilot Books, Pilot Industries Inc., 347 5th Avenue, New York, NY 10016; 1974; p. 46; $2.00.
This handbook offers an introduction to self-employment possibilities for the older citizen.

The Job You Want - How to Get It
Walter Blackledge, Ethel Blackledge, and Helen Keily; Southwestern, Cincinnati, Ohio; 1975; 92 p., cost unknown.
Job seekers of all ages may find this book helpful in determining and attaining career goals.

Up Your Career
Dean Dauw; Waveland, Prospect Heights, Illinois; 1975; 169 p.; cost unknown.
The reader is guided towards careers suited to his or her abilities and interests through working out exercises. Topics include finding out about oneself and available jobs, writing a resume, using an employment agency, and recognizing job discrimination. Both a "how-to-guide" and reference tool.

Your Aptitudes; You Do Best What You Are Best Fitted To Do
George Barth; Lothrop, New York; NY; 1974; 95 p., cost unknown.
This book describes 19 special aptitudes and typical jobs that require them.

Your Retirement Job Guide
Carol Powers; AARP and NRTA, 215 Long Beach Blvd., Long Beach, CA 90802; 1972; p. 47; Free.
This pamphlet discusses various possibilities for retirees in securing either full-time, part-time, or temporary work.

IV. GENERAL NON-PRINT MATERIALS

Applying for a Job
16 mm, sound, color film; 13 min; Encyclopedia Britannica Educational Corp., 425 N. Michigan Ave, Chicago, IL 60611; 1971; cost unknown. (May be rented from Indiana University Audio-Visual Center for $8.50)
This film focuses on preparation for a job interview. Compares private and state employment agencies and describes what each offers.

Big Blue Marble
Fifteen color sound filmstrip; Xerox Education Publication, P.O. Box 444, Columbus, Ohio 43216; $39.95 each.
These materials give a close look at the different job clusters developed by the Office of Education. Viewers learn the variety of jobs available in each cluster, and the satisfactions and frustrations associated with the jobs.

Career Clusters and the World of Work
Filmstrip-cassette; Educational Properties, Inc., P.O. Box DX, Irvine, CA 92664; $19.50.
This presentation examines and explores the fifteen career clusters as defined by the U.S. Office of Education.

Communications and Media
Fifteen filmstrips with audio tapes; Westinghouse Learning Corporation, 770 Lucane Drive, Sunnyvale, CA 94086; 1973; cost unknown.
These tape-filmstrips units cover is occupational clusters within the field of communication and media.

Earth People - Careers in Natural Resources and the Environment
16 mm, sound, color motion picture; 13 minutes, Film Forum, Inc., 2070 Business Center Drive, Irvine, California 92614; $180.
This film covers careers in the job cluster natural resources and environment. It does not, however, discuss specific qualifications or job duties.

Education for Occupations
Eight filmstrips used with either four cassette tapes or four records; Eye-Gate House, 146-01 Archer Avenue, Jamaica, NY 11435; 1972; $80.00.
This set of audio-visual materials covers occupations requiring manual skills rather than advanced higher education. Possibilities for both full and part-time employment are explored.

Is A Career in Electronics Manufacturing For You?
16 mm, sound, color motion picture; 15 min; Counselor Films, Inc., 2100 Locust Street, Philadelphia, PA 19103; $220.
This film deals with an important variety of jobs available in one of the major areas of the job cluster manufacturing.

Is A Career In The Service Industries For You?
16 mm, sound, color motion picture; 15 min; Counselor Films, Inc. 2100 Locust Street, Philadelphia, PA 19103; $220.
This film covers many of the opportunities in the job clusters personal and public service.

Jobs and Gender
Two filmstrips and two cassette tapes; Guidance Associates; 41 Washington Avenue, Pleasantville, New York 10570; 1971; $39.00.
This audiovisual kit deals with career education and deals with different genders in different jobs. It is interspersed with interviews with men and women in non-typical sex/role positions.

Jobs In The City: Construction
16 mm, sound, color-film; 9 minutes; Centron Corp., Dis-Young American Films, 18 E. 41 St., New York, NY 10000; 1971; cost unknown (May be rented from Indiana University A.V. Center for $6.00)
Examines variety of jobs available in construction featuring carpenters, heavy equipment operators, concrete finishers, electricians, plumbers, and others using their specialized tools and equipment.

Jobs In The City: Distribution
16 mm, sound, color-film; 10 minutes; Centron Corporation, Dis-Young American Films, 18 E. 41 St., New York, NY 10000; 1971; cost unknown (May be rented from Indiana University A.V. Center for $6.25)
Emphasizes the role of truck drivers, warehouse personnel, and salesmen in the distribution process.

Jobs in the City: Manufacturing
16 mm, sound, color-film, 11 minutes; Centron Corporation, Dis-Young American Films, 18 E. 41 St., New York, NY 10000; 1972; cost unknown (May be rented from Indiana University A.V. Center for $6.50)
Surveys various factory jobs and stresses the importance of vocational or technical training and learning a trade.

Jobs In The City: Medical and Health
16 mm, sound, color-film; 14 minutes, Centron Corporation, Dis-Young American Films; 18 E. 41 St., New York, NY 10000; 1972; cost unknown (May be rented from Indiana University A.V. Center for $8.75)
Focuses on the wide variety of jobs and opportunities in the Health Field.

Jobs In the City: Services
16 mm, sound, color-film; 11 minutes; Centron Corporation, Dis-Young American Films, 18 E. 41 St., New York, NY 10000; 1972, cost unknown (May be rented from Indiana University A.V. Center for $6.50)
Points out jobs that sell services rather than products in the community.

Jobs In The City: Women At Work
16 mm, sound, color-film; 11 minutes; Centron Corporation, Dis-Young American Films, 18 E. 41 St., New York, NY 10000; 1972; cost unknown (May be rented from Indiana University A.V. Center for $6.50)
Surveys the ever expanding variety of jobs now open to women in such diverse fields as computer programming, welding, radio and television technicians and others.

Livelyhoods: Careers for Your Lifestyle
Sixteen tape-synchronized, filmstrip-cassette pairs; Houghton Mifflin Company; 777 California Avenue, Palo Alto, CA 94304; $1.50.
Each cassette-filmstrip presentation covers careers in one occupational cluster from entry levels to more advanced positions. Information is available for 90 different jobs with photographs and interviews take on the actual job site.

On The Move - Careers in Transportation
16 mm, sound, color motion picture; 13 minutes; Film Forum, Inc., 2070 Business Center Drive, Irvine, CA 92664, $1.80.
This film covers many of the job available in the cluster transportation.

People Who Fix Things
16 mm, sound, color, film, 19 minutes; Churchill Films; 662 North Robertson Blvd, Los Angeles, CA 90069; 1971; $230. (May be rented from Indiana University A.V. Center for $9.75).
Film for young adults emphasizes the pride and accomplishment gained by people who fix things. Minority groups illustrate the careers.

People Who Make Things
16 mm, sound, color-film; 20 minutes; Churchill Films, 662 North Robertson Blvd., Los Angeles, CA 90069; 1970; cost unknown (May be rented from Indiana University A.V. Center for $10.25)
Shows how creative people can earn a livelihood whicl doing those things that interest them. Features a wood craftswoman, a baker, and an autobody repairman.

People Who Work in Factories
16 mm, sound, color-film; 11 minutes; Coronet Films, 65 E. South Water Street, Chicago, IL; 1971; cost unknown (May be rented from Indiana University A.V. Center for $6.75)
Utilizes a bicycle factory to explain what a factory is and the various duties of factory workers.

People Who Work In Stores
16 mm, sound, color-film; 10 minutes; Coronet Films, 65 E. South Water St., Chicago, IL; 1971; cost unknown (May be rented from Indiana University A.V. Center for $6.75)
Discusses briefly the various jobs of store employees including sales personnel, cashiers, display workers, stock clerks, and others.

Preparing for an Interview
J.C. Penney Co. Six minute filmstrip accompanied by a record; 1974; $6.00. This filmstrip is a presentation on job interviews handled in a modern, up-to-date manner.

The Foodmakers - Careers in Agribusiness and Food Production
16 mm, sound, color motion picture; 13 minutes; Film Forum, Inc., 2070 Business Center Drive, Irvine, CA 92614; $180.
This film deals with careers in job cluster agribusiness.

The Nation's Builders
Otis L. Bratton: Six filmstrips and cassette tapes; Bowman Publishing Co., 622 Rodin Drive, Glendale, CA 91201; 1970; $65.49.
This package is a counseling tool presenting information on such occupations as equipment operator, carpenter, electrician, and other building trades.

V. HANDICAPPED AND UNDEREDUCATED PRINTED MATERIALS

About Stroke
Sister Kenny Institute, 1800 Chicago Ave; Minneapolis, MN 55404; 1975; 38 p., $2.50. This material provides an overview of the effects and outcome of a stroke. Possible prospects for medical, physical, emotional, and vocational recovery are discussed.

Be Informed on Finding A Job--Revised Edition
Stephen Ludwig; New Readers Press, Box 131, Syracuse, New York 13210.
This is designed to help the adult of limited reading ability become fully informed on every aspect of finding work. Large-size type, illustrations, and reproductions are included. Provides guidance on answering different questions (relating perhaps to mental illness or prison records.)

Changing a Job
Richard Turner; Follett Publishing Company, Division of Follett Corp; 1010 W. Washington Blvd., Chicago, IL 60607; 1974; p. 48; $1.20.
This workbook for the undereducated teenager or young adult offers information on union practices, skilled workers, pay rates, job experinece and work maturity.

Diabetics Are Desirable Workers
American Diabetics Association, Incorporated, 18 East 48th St., New York, NY 10017; N.D.; pamphlet free.

Employment for the Handicapped, A Guide for the Disabled, Their Families, and Their Counselors
Julietta Arthur; Abingdon Press, Nashville, TN; 1967; 272 p., $15.95.

Holding A Job
Richard Turner; Follett Publishing Company, Division of Follett Corp., 1010 W. Washington Blvd., Chicago, IL 60607; 1974; p. 48; $1.20.
This workbook for the undereducated teenager or young adult deals with job conditions, commuting, and the variety of jobs in business and industry.

How To Read and Write Business Letters
Elizabeth Kirk and others; New Readers Press, Division of Laubach Literacy, Inc.; Box 131, Syracuse, New York 13210; 1971; p. 24; $.50.
This worktext contains lessons on basic letter structure, applying for a job by letter, and other business letter skills.

How to Read Newspapers
Elizabeth Kirk and others; New Readers Press, Division of Laubach Literacy, Inc., Box 131, Syracuse, New York 13210; 1971; p. 32; $.50.
This worktext contains lessons on reading major elements of a newspaper including news reports, ads, entertainment sections, comics, want ads, obiteraries and others.

How To Read Maps
Elizabeth Kirk and others; New Readers Press, Division of Laubach Literacy, Inc.; Box 131, Syracuse, New York 13210; 1971; p. 20; $.50.
This worktext contains lessons on reading city, road, and weather maps.

How To Read Personal and Business Papers
Elizabeth Kirk and others; New Readers Press, Division of Laubach Literacy, Inc., Box 131, Syracuse, New York 13210; 1971; p. 16; $.50.
This worktext contains lessons on how to fill out important forms such as change of address, social security applications, bank account forms, order blanks, employment applications and others.

How To Read Signs
Elizabeth Kirk and others; New Readers Press, Division of Laubach Literacy, Incl, Box 131, Syracuse, New York 13210; 1971; p. 16; $.50.
Contains lessons on the meaning of signs, highway and safety signs, and signs commonly found in buildings.

How to Use Telephones
Elizabeth Kirk and others; New Readers Press, Division of Laubach Literacy, Inc.; Box 131, Syracuse, New York 13210; 1971; p. 24; $.50.
This worktext contains lessons on basic telephone use, how to use the telephone directory, and telephone courtesy.

How to Use the Dictionary and Other Reference Books
Elizabeth Kirk and others; New Readers Press, Division of Laubach Literacy, Inc.; Box 131, Syracuse, New York 13210; 1971; p. 24; $.50.
Contains lessons on using the dictionary, general reference books, and encyclopedias.

Looking for a Job
Richard Turner; Follett Publishing Company, Division of Follett Corp.; 1010 W. Washington Blvd., Chicago, IL 60607; 1974; p. 48; $1.20.
This workbook for the undereducated teenager or young adult deals with letters of application, changing jobs, letters of recommendation, reading help-wanted ads, and working in a small business.

Mental Patients Work Back Into Society
Janet K. Brown; Manpower, Manpower Administration, U.S. Department of Labor, Washington, D.C. 20210; 1970; 3 p.; Free.

Multiple Sclerosis, Rehab Insights and Outlook
Adrian Towne; Reprinted from Rehabilitation Record, Volume II, Number 6, by the Presidents Committee on Employment of the Handicapped, Washington, D.C. 20210; 1970; 6 p.; Free.

Occupational Alcoholism: Some Problems and Some Solutions
National Institute on Alcohol Abuse and Alcoholism, 5600 Fishers Lane, Rockville, MD 20852, distributed by National Clearinghouse for Alcohol Information, Box 2345, Rockville, MD 20852; 1975; 26 p.; cost unknown.

Out Of Work
Stephen Ludwig; New Readers Press, Box 131, Syracuse, New York 13210; 1975; p. 56; $1.50. This booklet is written for the out-of-work adult of limited reading skills. It reviews alternatives for handling money problems while unemployed, unemployment benefits, what unions can do, Veteran's benefits, and ways local, state, and federal governments can help.

Physical Management for the Quadriplegic Patient
Jack R. Ford and Bridget Duckworth; F.A. Davis Company, 1915 Arch St., Philadelphia, PA 19103; 1974; 392 p.; $22.50. This book details physical methods of self-care used by patients. Contents include wheelchair mobility, dressing and undressing, driver training, housing, vocations, and recreation.

Services to the Black Deaf Adult
Harry A. Whitting; Wisconsin Service Bureau for the Deaf, Incorporated, 106 East Doty Street, Room 301, Madison, WI 53702; 1975; 42 p.; cost unknown.

Six Steps to Jobs for Epileptics
Donald S. Frank; Manpower, Manpower Administration, United States Department of Labor, Washington, D.C. 20210; 1969; 4 p.; Free.

Starting a Job
Richard Turner; Follett Publishing Company, Division of Follett Corp.; 1010 W. Washington Blvd; Chicago, IL 60607; 1974; p. 48; $1.20.
This workbook informs the undereducated teenager or young adult about job ratings, personal budgets, managing money, pay checks and deductions, hospitalization insurance, and automobile licensing.

Training for a Job
Richard Turner, Follett Publishing Company, Division of Follett Corp., 1010 W. Washington Blvd, Chicago, IL 60607; 1974; p. 48; $1.20.
This workbook offers the undereducated teenager or young adult information about trainees, apprentices, job applications, fringe benefits, help-wanted ads, job skills, and job descriptions.

Wanting a Job
Richard Turner; Follett Publishing Company, Division of Follett Corp; 1010 W. Washington Blvd; Chicago, IL 60607; 1974; p. 48; $1.20.
This workbook encourages the undereducated teenager or young adult to think in terms of aptitudes and abilities; there is practice filling out social security and medical history forms.'

VI. HANDICAPPED AND UNDEREDUCATED NON-PRINT MATERIALS

Job Quest Series.
Materials Development Center, Department of Rehabilitation and Manpower Services, School of Education, University of Wisconsin-Stout, Menomonie, WI 54751; 1975. Rental $18.00, purchase $75.00. This series consists of three slide-sound presentations:

1) Job Sources (64 slides, 15 1/2 min. cassette-tape)
2) Application Forms and Resumes (67 slides, 20 min. cassette tape)
3) Interviewing for a Job (65 slides, 14 min, cassette tape)

Education for Occupations
Eight filmstrips; Eye Gate, 146-01 Archer Avenue, Jamaica, New York 11435, $80.00. This series is designed for the emotionally mentally retarded and deals directly with the problem of helping the slow learner see and learn about jobs that are within his or her limits of skill and understanding.

Della
16 mm, color, 12 min; Sister Kenny Institute, A/V Publications Office, Department 184, 1800 Chicago Ave., Minneapolis, MN 55404; N.D.; Rental $10.50, purchase $125.00. This film shows the potential that severely handicapped individuals have for a full life including employment. The film concerns a 35-year-old woman who is both deaf and a paraplegic.

Mirror, Mirror
16 mm, color, 22 min; Bureau of Audio-Visual Instruction, P.O. Box 2093, 1327 University Avenue, Madison, WI 53701; 1969; rental $8.25. This film presents the story of a 17-year-old youth labeled "dumb" by peers and teachers. The film traces the youth's painful, but successful struggle to rid himself of his self-defeated attitude and to find something at which he could be successful.

Paraplegic Patient Education: Activities in Your New Life
16 mm, color, 7 min; Media Resources Branch, National Medical Audio Visual Center (Annex), Station K, Atlanta, GA 30324; 1969; Free loan. This film suggests ways to solve problems, build self-confidence, and achieve physical and financial independence following a crippling disease or accident.

BIBLIOGRAPHY OF SOURCES

(Recommending and Reviewing Materials Listed)

1. A Bibliography of Materials for Handicapped and Special Education Vocational Education Resource Materials, Supplement to the Second Edition. Wisconsin University, Madison, Wisconsin Vocational Studies Center, 1976. (ERIC ED134679.)

2. Instructional Materials for Occupational Education. State University of New York, Ithaca. Cornell Institute for Research and Development in Occupational Education. 1975. (ERIC ED122068.)

3. Instructional Materials for Career Education. State University of New York, Ithaca. Cornell Institute for Research and Development in Occupational Education. 1975. (ERIC ED122069.)

4. Counselor's Information Service. B'na, B'rith Career and Counseling Services, 1614 Rhode Island Avenue, N.W., Washington, D.C. 20036. December 1975. (ERIC ED119080.)

5. Dealing in Futures: Career Education Materials for Students, Parents, and Educators. U.S. Department of Health, Education, and Welfare. 1977. (HEW Publication No. OE 77-01602.)

6. Career Education Bibliography. National Multimedia Center for Adult Education, Montclair State College, Upper Montclair, New Jersey 07043. 1976.

7. Counseling Resources - 1978. American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009. 1977.

8. The Vocational Guidance Quarterly. American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009. December, 1977.

9. Resources for Career Development. Indiana Career REsource Center, 1201-09 South Greenlawn Avenue, South Bend, IN 46615. 1975.

10. Career Tests and Resources. California Pilot Career Guidance Center, Department of Education, San Diego County, 6401 Linda Vista Road, San Diego, California 92111. 1975.

11. Resources in Education. ERIC Clearinghouse on Career Education, The Center for Vocational Education, The Ohip State University, 1960 Kenny Road, Columbus, Ohio 43210. June 1977.

12. Educational Motion Pictures. Audio-Visual Center, Office for Learning Resources, Indiana University, Bloomington, IN 47401. 1975.

APPENDIX F

2. Other Resources

ASSOCIATIONS

(1) Aerospace Industries Association of American Industries
1725 DeSales Street, N. W.
Washington, D. C. 20036

(2) Aerospace Medical Association
Washington National Airport
Washington, D. C. 20001

(3) Air Transport Association of America
1000 Connecticut Avenue
Washington, D. C. 20036

(4) American Accounting Association
School of Commerce
University of Wisconsin 53700

(5) American Animal Hospital Association
3920 East Jackson Boulevard
Elkhart, Indiana 46514

(6) American Association for Health, Physical Education and Recreation
1201 16th Street, N.W.
Washington, D. C. 20036

(7) American Association of Nurserymen, Inc.
230 Southern Building
Washington, D. C. 20005

(8) American Bar Association
Information Service
1155 East 60th Street
Chicago, Illinois 60637

(9) American Dental Hygienists Association
American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, Illinois 60611

(10) American Historical Association
400 A Street, S. E.
Washington, D. C. 20003

(11) American Hotel and Motel Association
Kellogg Center
Michigan State University
East Lansing, Michigan 48823

(12) American Industrial Arts Association
1210 16th Street, N. W.
Washington, D. C. 20005

(13) American Library Association
Office for Recruitment
50 East Huron Street
Chicago, Illinois 60611

(14) American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

(15) American Optometric Association
7000 Chippewa Street
St. Louis, Missouri 63119

(16) American Osteopathic Association
312 East Ohio Street
Chicago, Illinois 60611

(17) American Pharmaceutical Association
2215 Constitution Avenue, N. W.
Washington, D. C. 20037

(18) American Podiatry Association
20 Chevy Chase Circle
Washington, D. C. 20015

(19) American Psychological Association
1200 17th Street, N. W.
Washington, D. C. 20036

(20) American Rehabilitation Counseling Association
Two Skyline Place--Suite 400
5203 Leesburg Pike
Falls Church, VA 22041

(21) American School Counselor Association
Two Skyline Place--Suite 400
5203 Leesburg Pike
Falls Church, VA 22041

(22) American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D. C. 20014

(23) American Veterinary Medical Association
930 North Meacham Road
Schaumburg, Illinois 60172

(24) Automobile Manufacturers Association, Inc.
Educational Services
320 New Center Building
Detroit, Michigan 48202

(25) International Associaton of Clothing Designers
125 12th Street
Philadelphia, Pa. 19107

(26) International Association of Electrotypers and Stereotypers, Inc.
758 Leader Building
Cleveland, Ohio 44114

(27) International Association of Fire Fighters
905 16th Street, N. W.
Washington, D. C. 20006

(28) International Association of Machinists and Aerospace Workers
1300 Connecticut Avenue, N. W.
Washington, D. C. 20036

(29) International Association of Women Police
100 North LaSalle Street
Chicago, Illinois 60654

(30) Investment Bankers Association of America
425 13th Street, N. W.
Washington, D. C. 20004

(31) National Education Association of U. S.
Music Editors National Conference
1201 16th Street, N. W.
Washington, D. C.

(32) National Electrical Contractor's Association
1730 Rhode Island Avenue, N.
Washington, D. C. 20036

(33) National Science Teachers Association
1742 Connecticut Avenue, N. W.
Washington, D. C. 20009

GOVERNMENT AGENICES

(1) Agricultural Research Services
U. S. Department of Agriculture
Hyattsville, Md. 20782

(2) Air Force Recruiting Service
6209 18th Avenue
Brooklyn, N. Y. 11204

(3) Bureau of Apprenticeship and Training
U. S. Dept. of Labor
Washington, D. C.

(4) California State Department of Employment
Sacramento, Calif. 95814

(5) Canadian Occupations Monograph
Queen's Printer & Controller of Stationery
Ottawa, Canada

(6) Clinical Center
National Institute of Health
Bethesda, Md. 20013

(7) Committee on Marine Research, Education and Facilities
Building 159 E, Rm. 476
Washington Navy Yard
Washington, D. C. 20390

(8) Consumer & Marketing Service
U. S. Department of Agriculture
536 South Clark Street
Chicago, Illinois 60605

(9) Consumer Protection and Environmental Health Services
Department of Health, Education and Welfare
200 C Street, N. W.
Washington, D. C. 20204

(10) Coordinator-Independent Study Program
FBI Department of Justic Bldg.
Washington, D. C. 20535

(11) Department of Health
City of New York
125 Worth Street
New York, N. Y. 10013

(12) Interagency Board of U. S. Civil Service Examiners for
Washington, D. C.
1900 E Street, N. W.
Washington, D. C. 20415

(13) Internal Revenue Service
U. S. Treasury Department
Washington, D. C. 20036

(14) Medical Technology
Veteran's Administration
Washington, D. C. 20420

(15) Office of Manpower and Training
Federal Water Pollution Council Administration
Department of the Interior
633 Indiana Avenue
Washington, D. C. 20235

(16) Office of Maritime Manpower
Maritime Administration
U. S. Department of Commerce
Washington, D. C. 20235

(17) United States Civil Service Commission
Washington, D. C. 20415

OTHER ORGANIZATIONS

(1) Accounting Careers Council
National Distribution Center
P. O. Box 650 Radio City Station
New York, New York 10019

(2) American Academy of Arts and Sciences
165 Allandale Street
Jamaica Plains Station
Boston, Mass. 02130

(3) American Association of Advertising Agencies
200 Park Avenue
New York, N. Y. 10017

(4) American Board of Funeral Service Education
201 Columbia Street
Fairmont, West Virginia 26554

(5) American College of Hospital Administrators
840 North Lake Shore Drive
Chicago, Illinois 60611

(6) American Council on Education for Journalism
Ernie Pyle Hall
Bloomington, Indiana 47405

(7) American Federation of Labor and Congress of Industrial Organization Building and Construction Trades Department
815 16th Street, N. W.
Washington, D. C. 20006

(8) American Federation of Teachers
Order Department
1012 14th Street, N. W.
Washington, D. C. 20036

(9) American Institute of Architects
1735 New York Avenue, N. W.
Washington, D. C. 20006

(10) American Legion Education and Scholarship Program
Americanism Division
Indianaapolis, Indiana 46206

(11) American Society for Engineering Education
Publication Sales
Suite 400, One Dupont Circle
Washington, D. C. 20036

(12) American Society of Heating Refrigerating and Air Conditioning
345 East 47th Street
New York, New York 10017

(13) American Society of Personnel Administration
19 Church Street
Berea, Ohio 44017

(14) Bricklayers, Masons and Plasterers International Union of America
815 15th Street, N. W.
Washington, D. C. 20005

(15) Brotherhood of Painters, Decorators and Paperhangers of America
1925 K Street, N. W.
Washington, D. C. 20212

(16) Bureau of Personnel and Training
National Board, YWCA
600 Lexington Avenue
New York, New York 10012

(17) Communications Workers of America
1925 K Street, N. W.
Washington, D. C. 20006

(18) Council of Social Work
345 East 46th Street
New York, N. Y. 10018

(19) Engineers Council for Program Development, Engineers Manpower Commission, Engineers Joint Council
345 East 47th Street
New York, New York 10017

(20) General Electric
Educational Relations
New York, New York 10022

(21) General Motors Corporation
Public Relations and Staff
General Motors Bldg.
Detroit, Michigan 48202

(22) Helene Curtis Industry
4401 West No. Avenue
Chicago, Illinois 60639

(23) Insurance Information Institute
110 William Street
New York, New York 10038

(24) International Brotherhood of Electrical Workers
1200 15th Street, N. W.
Washington, D. C. 20005

(25) International Oceanographic Foundation
1 Rickenbacker Causeway
Virginia Key
Miami, Fla. 33141

(26) Mademoiselle
420 Lexington Avenue
New York, N. Y. 10017

(27) National Automobile Dealer's Association
2000 K Street, N. W.
Washington, D. C. 20006

(28) National Society of Public Accountants
1717 Pennsylvania Avenue, N. W.
Washington, D. C. 20006

(29) New York Stock Exchange
11 Wall Street
New York, New York 10005

(30) Operative Plasters' and Cement Masons, International Association of U. S. and Canada
1125 17th Street, N. W.
Washington, D. C. 20036